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STUDENT PERCEPTION DATA AND ITS IMPACT ON TEACHERS

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by

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For as long as there have been teachers, there have been efforts to determine the most constructive way to evaluate teacher effectiveness. Research has shown that traditional administrator evaluations do little to improve struggling teachers and that most teachers nationwide are able to earn satisfactory ratings even when they are not performing in a satisfactory manner. This study aims to determine whether using student perception feedback as part of a comprehensive teacher evaluation process would lead to improved practice and targeted professional development. The following questions were investigated in this research: 1. Does student perception feedback drive teachers to reflect and improve their practice; 1a. How do teachers perceive student feedback for personal growth and administrative evaluation; 1b. Do teachers' perceptions of student feedback change after receiving the data; and 1c. Does student feedback help teachers with targeted goal setting? For the purposes of this study, student perception feedback refers to survey results collected from students regarding teacher practices and classroom environments.

Study participants agreed to allow their students to provide feedback using a student perception survey. Before and after receiving the data from their students, participants answered survey items about how they perceive the use of student perception data, and at the end of the study, each participant took part in an interview. Researchers studied the pre- and post-surveys to determine whether teacher perceptions changed once

they received the data from their students, and interview responses were analyzed to uncover themes and answer the overarching question: Does student perception feedback drive teachers to reflect and improve their practice? The study research shows that teachers were reflective when presented with their students' feedback, and the majority of participants were willing to make instructional changes based on the data, even when they did not necessarily agree with their students' responses. Implications from the study reveal that increasing teacher knowledge and understanding of the reliability and validity of student perception feedback instruments is an important step in order to gain teacher confidence and trust in this process.

Dedication

First and foremost, I would like to thank my family. Working with a partner who lives two hours away means a lot of traveling, weekends away, and time spent collaborating through video calls. My husband, Brian, and sons, Camden, Owen, and Westin, have been incredibly flexible and positive throughout this entire process, and I am so grateful for their support, encouragement, and love! I would also like to thank my parents, sisters, and friends for always having encouraging words and understanding when I needed to work instead of play.

Thank you to the leaders of St. John's Catholic School for allowing me to conduct this research in their school and for trusting me throughout the process. Additionally, I'd like to thank the administrators at my school for allowing my research partner and I to complete this study and explore implications for the future at Pope Benedict. Thank you to all of my colleagues for their support, encouragement, prayers, and check-ins along the way, and, most importantly, to those teachers who volunteered to participate in the study. We, quite literally, could not have done this without them!

I would also like to thank my advisors and doctoral committee for their guidance and leadership during this journey. A special word of thanks goes to Dr. Mary Beth Lehmanowsky for the many Zoom meetings, phone calls, and emails exchanged over the years. We would not be here at the finish line if it weren't for her.

Finally, I have to thank my research partner and dear friend, Brandi. I cannot think of a better companion to have worked with throughout this project. We began this journey together and it is only fitting that we end it together as future doctors.

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Chapter 1: Introduction

Background

School administrators at all levels spend countless hours each year conducting classroom observations as the primary method of evaluating teacher performance and providing feedback. Most teacher evaluation systems place the bulk of the emphasis on scheduled visits focused on the actions of the teacher. Although "well designed empirical studies depict administrators as inaccurate raters of teacher performance because of the artificial nature of scheduled observations, the failure to reflect teacher responsibilities outside the classroom, the infrequency of observations, the fact that only a portion of the full repertoire of teacher duties and responsibilities can be observed in one observation" (Stronge, Helm, & Tucker, as cited in Kyriakides, 2005, p. 44), "and the low correlation of administrator ratings with data gained from other sources" (Peterson, as cited in Kyriakides, 2005, p. 44), this model remains the industry standard. As school administrators, we have noted the disconnect between classroom observations and teacher evaluation, and whether they accurately reflect what goes on day-to-day in classrooms in our schools. District leaders, school administrators, and even teachers themselves have long struggled to determine the best ways to evaluate educator and school effectiveness.

St. John's Catholic School (pseudonym) is a kindergarten through eighth grade school in a suburban city in Nebraska led by a member of the research team, my research partner, as its principal. The school opened in 1916 and currently has approximately 500 students and 26 licensed teachers. The population of students is 17.9% minority with 9%

of the students receiving tuition assistance and 9% on free/reduced lunch. Less than 2% of the students are considered English Language Learners, and about 13% of the students are on Individualized Education Plans or 504 Accommodation Plans. Teacher evaluations are completed by the principal (researcher) and an assistant principal using a typical clinical supervision model which includes a pre-scheduled, 30-minute formal observation focused on the actions of the teacher followed by a post-conference. During classroom observations, the evaluator is looking for evidence of effective teaching as identified on the Nebraska Department of Education's Effective Practice Framework. The administrator evaluates every teacher formally once per year. St. John's is one of 70 Catholic schools within a larger Archdiocesan system which is overseen by the Catholic Schools Office and Superintendent of the Archdiocese. The Archdiocese does not prescribe or mandate a specific framework for teacher evaluation.

Pope Benedict Catholic High School (pseudonym) is a ninth through twelfth grade school in a suburban city in Iowa where I serve as an assistant principal. The school opened in 1918 and is the only Catholic high school in the area. About 90% of the Catholic feeder school students in the Diocese attend Pope Benedict as well as many students from area public schools. There are approximately 1,400 students and 96 licensed/professional faculty members. About 40% of the students receive tuition assistance to attend the school and about 13% are on free/reduced lunch. The student population is 24% minority and the school has a 100% graduation rate. English Language Learners make up less than 3% of the population and about 7.5% of the students are on Individualized Education Plans or 504 Accommodation Plans. A

leadership team, comprised of a principal and two assistant principals (one of which is a member of the research team), conducts the formal classroom observations for about a third of the teaching faculty in the year of their summative evaluation. Summative evaluations are conducted each year for three years for all new faculty members and on a rotating three-year cycle thereafter. Teacher summative evaluations are based solely on evidence for each of the eight Iowa Teaching Standards, with an additional standard added surrounding faith. Evidence can be demonstrated during three formal classroom observations or submitted by the teacher as artifacts prior to the summative evaluation. Examples of evidence include gradebook entries, lesson plans, student portfolios, bulletin boards, and notes from instructional decision-making meetings. During this process, there is no real consideration given to the level or degree of satisfaction of the Iowa Teaching Standards, but rather, simply a matter of completion.

In most cases, teacher evaluation models are developed at the district level, aligned with state requirements and federal recommendations, and dictated to administrators and teachers. As administrators in private schools, our positions allow us to make changes based on the needs of our buildings as long as we meet guidelines set forth by accrediting organizations in Nebraska and Iowa. Our building evaluation models do include classroom observations by administrators, goal-setting, and self-reflection, all required by our state boards of education. Both schools also routinely ask for parent perception feedback. Although not technically part of the teacher evaluation, parents are given an opportunity to weigh in on their overall experience and perceptions of the school and teachers. The most significant and time-consuming piece of the process continues to

be the classroom observation. Multiple teachers at each school report that they use or have used some form of student perception data, but although it is recommended and even "required" by our state departments, student perception data is not an administrator-dictated piece of the evaluation model in either school.

Much like the national trend, the majority of our teachers are able to meet basic requirements for satisfactory performance even though some may question whether they are truly effective in all areas. "Measures of teacher effectiveness vary state by state but results are consistent—nearly every teacher is effective" (Dynarski, 2016, para. 7). In their 2009 report, The New Teacher Project (TNTP), the organization behind The Widget Effect dedicated to providing highly qualified teachers to poor and minority students, found that more than 99% of teachers in the 12 districts studied were ranked satisfactory on evaluations and that the firing of tenured teachers almost never occurred. TNTP's Widget Effect was an important body of work that exposed the tendency of administrators to minimize the effect of individual teacher characteristics on classroom effectiveness (Weisberg, Sexton, Mulhern, & Keeling, 2009). Their 2009 analysis suggested that most teacher reviews were perfunctory and did not distinguish between skilled and low-performing teachers (Weisberg et al., 2009).

"Teacher observation scores and student test scores show little correlation" (Dynarski, 2016, para. 16), and further research shows that administrator evaluations are statistically inaccurate and that even teachers and administrators themselves have "very low" levels of respect for the procedures (Kyriakides, 2005). When asked to state a word or phrase that came to mind when thinking about the traditional administrator evaluation,

the teachers we surveyed informally responded with “anxiety,” “stressful,” “not really productive,” and “mostly ineffective.” No teacher’s response was positive or hopeful. Precisely because of these responses, we often question whether this type of observation is the best use of the limited time and resources of administrators and teachers.

According to Dynarski (2016), “the bulk of the rating, typically more than 50 percent of it, is based on observing teachers in classrooms. Other factors that may be considered include student test scores, growth of scores, collegiality or professionalism, or findings from surveys of students. But observing teachers is the centerpiece of most rating systems” (para. 12). Wilkerson, Manatt, Rogers, and Maughan’s 2000 study showed that student ratings were significantly more accurate in predicting student achievement than teacher’s self-ratings, principal ratings, and principal summative ratings, and yet we continue to emphasize administrator observation over other forms of evaluation.

In order to gain a K-12 perspective and to provide a body of work that will be relevant to all of the schools in our respective districts, this work is being completed in tandem with a fellow University of Nebraska-Lincoln researcher and Catholic elementary school administrator. Through this tandem approach, we aim to establish that the disregard for and ineffectiveness of traditional administrator evaluation is prevalent at all levels of K-12 education and make the case for implementation of student perception data across all grade levels at our school and, ultimately, district levels.

History of Teacher Evaluation in America

Thoughts on supervision and evaluation have evolved since the 1700s when America's first teachers were supervised by clergy and local government leaders (Marzano, Frontier, & Livingston, 2011), but there is still no true consensus on best practices in teacher evaluation. When public schools were first being established in America, teachers were deemed "servants of the community" and were supervised by community members who were considered highly educated, but who were not necessarily educators themselves. Our first schools were primarily focused on instructing students in their faith, so it made sense that faith leaders would be supervising teachers. As the expectations of teachers rose throughout the 1700s and schools became more focused on preparing young men for college, it stood to reason that supervisors needed more knowledge of teaching methodology. There were no common standards or pedagogy of teaching in American schools, therefore, no models were developed to determine what truly was effective teaching or what supervisors should be looking for in their evaluation of teachers. During this early period in the history of our schools, the groundwork was being laid for researchers to begin studying what excellent teachers do and how successful schools operate. The discussion of necessary teaching pedagogy and eventual acknowledgement of teaching as a professional discipline "might be considered the first step in the journey to a comprehensive approach to developing teacher expertise" (Marzano et al., 2011, para. 8).

By the mid-1800s, educators had recognized the need to develop evaluation systems that would affirm teachers' strengths, give specific, actionable feedback on weaknesses, clearly differentiate between high- and low-quality teaching, rely on data,

and take into account varied classroom environments and unique teacher qualities. It was widely accepted by this time that teaching was "a complex endeavor requiring complex feedback," (Marzano et al., 2011, para. 5), but what was not clear was the desired outcome of schooling. As more Americans moved to cities during the Industrial Revolution, and public schools were being established at a rapid pace, it became evident that there was a need for teachers "who held expertise in specific disciplines and for administrators who could assume increasingly complex roles" (Marzano et al., 2011, para. 3). An important part of the principal's job now included hiring and training qualified teachers who could meet rigorous new demands.

Around the turn of the century, John Dewey and Frederick Taylor presented differing theories that would have a profound effect on American education. Dewey's theory centered around the premise that learning should be interactive and hands-on. "He believed that students thrive in an environment where students are allowed to experience and interact with the curriculum, and all students should have the opportunity to take part in their own learning" (Talebi, 2015, p. 4). Taylor believed that his theories of scientific management and production could be applied to any industry, including schools. His ideas "resonated with engineers and business owners, and colleges of engineering and business were well positioned to infuse his principles into their courses. Taylor's principles also began to have an impact on K–12 education" (Marzano et al., 2011, para. 10). Edward Thorndike applied Taylor's scientific management principles coupled with his own ideas about using measurement as "the ultimate tool for a more scientific approach to schooling" (Marzano et al., 2011, para. 11) to influence education. Ellwood

Cubberley expanded on how Taylor's principles could be used "to manage schools in the same way factories are managed," (Marzano et al., 2011, para. 11). In his 1929 work, *Public School Administration*, Cubberley writes:

> Our schools are, in a sense, factories in which the raw products (children) are to be shaped and fashioned into products to meet the various demands of life. The specifications for manufacturing come from the demands of twentieth century civilization and it is the business of the school to build its pupils according to the specifications laid down (as cited in Marzano et al., 2011, para. 12).

Dewey and Taylor's theories, though different, were both focused primarily on evaluating the raw materials and products created by teachers and schools. Dewey noted, "The business of a teacher is to produce a higher standard of intelligence in the community, and the object of the public school system is to make as large as possible the number of those who possess this intelligence" (as cited in Talebi, 2015, p. 7). These divergent schools of thought were catalysts for new ideas and changes in education and solidified the notion that teaching was indeed a science.

The mid 1900s brought about a shift in thought on teacher evaluation. "Rather than describing supervisory processes in terms of raw materials and products, the literature began to focus on the teacher *as an individual*," (Marzano et al., 2011, para. 17). During this time, the teacher's individual character traits and skill set became important factors in teacher effectiveness. "Emphasis was placed on not only assisting the teacher to develop his or her unique skills, but also tending to his or her emotional needs" (Marzano et al., 2011, para. 17). Based on the work of Morris Cogan and later

expanded upon by Madeline Hunter, Clinical Supervision grew in popularity in the 1950s and gained momentum through the 1970s. "Few innovations in the field of education spread as quickly as clinical supervision" (Marzano et al., 2011, para. 20). Edward Pajak (2003) describes clinical supervision in this way:

> Essentially, clinical supervision in education involves a teacher receiving information from a colleague who has observed the teacher's performance and who serves as both a mirror and a sounding board to enable the teacher to critically examine and possibly alter his or her own professional practice. Although classroom observations are often conducted by university supervisors or principals, clinical supervision is increasingly used successfully by mentor teachers, peer coaches, and teacher colleagues who believe that a fresh perspective will help to improve classroom success (para. 16).

Cogan developed his "cycle of clinical supervision" while working with student teachers in Harvard University's Master of Arts in Teaching program. His 5-phase process includes these elements which are present in most clinical supervision models still used today: Preobservation Conference, Classroom Observation, Analysis, Supervision Conference, and Analysis of the Analysis (Goldhammer, as cited in Marzano et al., 2011). Robert Goldhammer, explained that "the process involved a purposeful, symbiotic relationship between practitioner and resident, where observation and discussion drove both parties to higher levels of growth and effectiveness" (as cited in Marzano et al., 2011, para. 21). Marzano et al. (2011) state, "Few models in the entire

field of education—let alone in the specific domain of educational supervision—have been as widely deployed, as widely disparaged, or as widely misunderstood" (para. 20).

In A Nation at Risk, a 1983 report commissioned by Ronald Reagan through the National Commission on Excellence in Education, data showed that American students were falling behind other industrialized nations in 19 academic areas including mathematics and science, areas where American schools were once in the lead. A summary by the National Commission on Excellence in Education stated, "Our society and its educational institutions seem to have lost sight of the basic purposes of schooling and of the high expectations and disciplined effort needed to attain them" (A Nation at Risk, 1983, para. 3). While the clinical supervision process remained the foundation of most teacher evaluation systems during this era (and still today), during the 1980s and 1990s, the focus shifted to education reform through professional development for teachers and teacher evaluation focused on improving instructional strategies. Madeline Hunter's 7-Step plan for lesson design became the hallmark of the classroom observation. "If clinical supervision was the prescribed structure of supervision, Hunter's seven-step model, referred to as *mastery teaching*, became the content of the preconference, observation, and post-conference. Teachers described their lessons in terms of Hunter's model, and supervisors determined the effectiveness of observed lessons in terms of alignment to the model" (Marzano et al., 2011, para. 35).

No Child Left Behind (NCLB), a 2001 reauthorization of the Elementary and Secondary Education Act of 1965, brought a return to teacher and school evaluation models heavily focused on student achievement. During this time, and into the current

decade, emphasis has been placed on ensuring that every student has access to a "highly qualified teacher" in his or her core education classes. In fact, NCLB mandated that every state provide a definition for Highly Qualified Teacher and notify parents if their child(ren)'s teachers did not meet the criteria. After over a century of research into teacher evaluation practices, we know that "children's academic progress depends heavily on the talent and skills of the teacher leading their classroom" (Kane & Cantrell, 2010, p. 3), but it was not until the Bill and Melinda Gates Foundation's landmark Measures of Effective Teaching (MET) Project that educators finally received hard data on what constitutes "effective teaching." What is most notable about the MET Project is the inclusion of student perceptions of the classroom instructional environment alongside traditionally included factors such as classroom observations, teacher reflections, teacher content knowledge and pedagogy, and teacher perceptions of their working environment and instructional support. Until now, there has not been a time in the history of teacher evaluation when student feedback has been widely considered to be a reliable and necessary piece of the K-12 evaluation model, but the data is clear that "student ratings are more highly correlated with student achievement than principal ratings and teacher self-ratings" (Burniske & Meibaum, 2012, p. 1).

Statement of the Problem

Proponents of best practices in teacher evaluation, including the US Department of Education, have long recommended using multiple measures of teacher performance to fully capture classroom practice. Follman (1992) asserted that a professional teacher evaluation program should include student achievement, ratings from administrators and

peers, self-reflection, and student survey data since students have the "deepest, broadest, and most veridical perception of their teacher" (p. 176). MET Project researchers contend that "combining measures offers three advantages: greater predictive power (slightly better than student achievement gains alone, but significantly better than observations alone), greater reliability (especially when student feedback or multiple observation scores are included), and the potential for diagnostic insight to allow teachers to improve their practice" (Kane & Staiger, 2012, p. 14).

The Iowa Department of Education's most current mandate on teacher evaluation requires that performance reviews for teachers include classroom observations of the teacher, the teacher's progress, and implementation of the teacher's individual professional development plan, subject to the level of resources provided to implement the plan; and shall include supporting documentation from parents, students, and other teachers (Iowa Code §284.8). The State of Nebraska's Model Evaluation Project requires that each district's evaluation system use data from "multiple measures of teacher and educational specialist performance" and must include the following: direct observation of work performance, the collection of data/artifacts, student perception data, student achievement/program performance data, evidence of professional development, and self-assessment (Nebraska Department of Education). Because our research is taking place in two sites, one in Nebraska and one in Iowa, we are following the recommendations of both state departments of education.

While the case for multiple measures is clear, and our state boards recommend that student perception data be included in our appraisal models, neither of our schools

have in place a routine, systematic process for collecting, analyzing, and using student perception data to improve teaching. Students spend countless hours in classrooms on the receiving end of "teaching," and they have multiple teachers in various settings to compare against. Results from the MET Project show that students can differentiate between teachers who simply make them feel good and those who truly help them learn, and yet their voice is not being heard in any organized fashion. The MET Project, funded by the Bill and Melinda Gates Foundation, was conducted over the course of three years and included 3,000 teachers in seven public school districts. Researchers examined findings on classroom observations, student surveys, and student achievement gains. Their data indicates that even primary students (prekindergarten through second grade) are able to respond to simplified survey items on the Tripod Student Survey and that responses from even early elementary-aged students are consistent and reliable (Tripod Education Partners, 2015). Tripod was the only student survey selected through a rigorous peer review process to be used in the Bill & Melinda Gates Foundation's MET Project (Tripod Education Partners, 2016). The Tripod 7Cs Framework, led by Dr. Ronald F. Ferguson, is a validated, reliable student perception survey instrument for elementary and secondary students that focuses on seven components that "cover much of what education research has identified as important to effective teaching" (Ferguson, Phillips, Rowley, & Friedlander, 2015, p. 20).

As private school administrators, our students and their caregivers are indeed our customers. In any school setting, a student's voice should be acknowledged, but it is particularly important for a school that relies solely on retention in order to remain viable

that the "customer voice" be heard. The problem that we are facing in our schools regarding teacher evaluation is threefold: we are not following best practices, we are dedicating the most time and energy to administrator evaluation which is not proven to correlate to student achievement or teacher improvement, and the teacher evaluation data that we are collecting is not being used in an intentional way to help teachers set individual goals or to plan for building-wide professional development. The collection of student perception survey data is an ideal way for us to address the issue of student voice while concurrently bringing our schools into alignment with our state recommendations for teacher evaluation. Geiger and Amrein-Beardsley (2019) feel that such surveys can shed light on elements of the classroom experience that administrator observations will not be able to capture, stating that they are "able to allow important dimensions of teaching and teachers' purported or perceived impacts on students that are often overlooked by other measures of teaching effectiveness to be evaluated. Such affective or socio-emotional dimensions of teaching should be captured and included in teacher evaluation systems, whether for summative purposes and perhaps more importantly for formative purposes, including teacher reflection and professional and instructional development" (p. 11).

Research Questions

The purpose of this multisite case study is to examine teacher perspectives of student perception data and determine how that data can be used for individual teacher improvement and building-wide professional development opportunities.

1. Does student perception feedback drive teachers to reflect and improve their practice?
    a. How do teachers perceive student feedback (for personal growth and administrative evaluation)?
    b. Do teachers' perceptions of student feedback change after receiving the data?
    c. Does student feedback help teachers with targeted goal setting?

Definition of Terms

Accountability. In education, accountability is the idea of holding schools, districts, educators, and students responsible for results ("Accountability," 2004).

Best Practices. Best practices are procedures that have been shown by research and experience to produce optimal results and are established or proposed as a standard suitable for widespread adoption (Dictionary, 2019).

Effective. Effective means producing a decided, decisive, or desired effect (Dictionary, 2019).

Halo Effect. The halo effect is an error in reasoning in which an impression formed from a single trait or characteristic is allowed to influence multiple judgments or ratings of unrelated factors (Explore Encyclopedia, 2019).

K-12. K-12 indicates a school program that includes students in kindergarten through twelfth grades.

No Child Left Behind Act (NCLB). No Child Left Behind is a 2001 update to the Elementary and Secondary Education Act of 1965 that focuses on raising achievement scores of certain groups of students, including English Language Learners, poor and minority students, and students in Special Education. This federal law increased the federal government's role in holding schools responsible for the academic progress of all students (Klein, 2015).

Predictive Validity. Predictive validity is the degree to which a test accurately predicts a criterion that will occur in the future (McLeod, 2013).

Professional Development. Professional development describes a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competencies, skills, and effectiveness (Great Schools, 2013).

Student Perception Data/Feedback. Student perception data refers to survey results collected from students regarding teacher practices and classroom environments.

Summative Evaluation. A summative evaluation is an overall assessment of the teaching performance of an instructor, often used for accountability purposes and in making personnel decisions ("Summative Evaluation," 2019).

Teacher Evaluation. Teacher evaluation refers to the formal process a school uses to review and rate teachers' performance and effectiveness in the classroom which are then used to provide feedback to teachers and guide their professional development (Sawchuk, 2015).

Traditional Teacher Evaluation. Most current teacher evaluation models emphasize administrator observation and evaluation of teachers during pre-scheduled class sessions that typically occur once or twice per school year. Typically, the evaluation model consists of these five components: Pre-observation Conference, Classroom Observation, Analysis, Supervision Conference, and Analysis of the Analysis.

Value-Added Measures. Value-added measures, or growth measures, are used to estimate or quantify how much of a positive (or negative) effect individual teachers have on student learning during the course of a given school year. To produce the estimates, value-added measures typically use sophisticated statistical algorithms and standardized-test results, combined with other information about students, to determine a "value-added score" for a teacher (Great Schools, 2013).

Assumptions

Since we are conducting research that takes place in schools where we have been administrators for the past several years, we have insight into the general school culture and disposition of the research participants. As such, we entered into the research with several assumptions. First, we assumed that the teachers who agreed to participate would be open to our findings and receptive to student feedback. Second, we assumed that as educators, the teacher participants would be willing to learn more about student perception data. Third, we assumed that the teachers who agreed to participate had a high level of respect for us as colleagues, which could impact their willingness to be completely honest with feedback that could be considered negative.

Limitations

The most impactful limitation in this study is the sample size. We did not want to have over-representation from the high school teaching faculty, which is more than three times the size of the elementary school faculty, therefore we limited the number of participants from Pope Benedict Catholic High School based on the number of participants from St. John's. The second factor was the relatively short time frame, which was one semester. Since we planned to do an individual interview with each participant, the limited number of participants made it possible to conduct the interviews before the participants started summer vacation. In addition, two participants withdrew from the study. We were not able to replace them because of the stage of the research, further limiting our sample size.

To address the issue of bias in our research, we focused specifically on eliminating confirmation bias, particularly during data analysis. Because our dissertation is a problem of practice based on our experiences at our current schools, we are conducting research that is directly related to our roles as school administrators. The preconceived ideas that we have about the effectiveness of our current teacher evaluation processes are one factor that initiated this research, so it was important to address that directly. After the initial participant recruitment statement was made by each of us at our schools, every other interaction between researcher and participant was kept anonymous from the participant's primary supervisor. During data collection and data analysis, codes and pseudonyms were used to protect each participant's anonymity. Member checking was also used to ensure transparency and show that the findings are accurate and honest.

Delimitations

Delimitations narrow the scope of the study (Creswell, 1994). Delimitations of this study were inclusion/exclusion criteria and the limitations of the research question. Our inclusion/exclusion criteria included teacher years of experience, grade level, subject, and highest level of education. We attempted to balance out these criteria during the selection process, therefore we were not able to include all interested parties in the study. Based on our research, there is no doubt that student perception data correlates to student achievement, therefore, we did not include the question of student achievement in our research question even though there is a large body of research connecting student achievement to student perception data. Our research focuses on how teachers perceive student perception data and how they will use it to improve practice.

Summary

The primary objective of this research study is to examine how the collection of student perception data can be implemented as a best practice at Pope Benedict Catholic High School and St. John's Catholic School. Before implementing this change, it is important to determine whether or not teachers will find value in the data and use it to improve their practice. The tandem approach being used in this dissertation will allow the researchers to make a broad range of observations and recommendations that will be applicable to teachers at all grade levels within a school system. At the completion of this research, we will ideally be poised to provide a K-12 perspective on implementing this practice.

Chapter 2: Review of Literature

Traditional Teacher Evaluation Systems

"A teacher has more impact on student learning than any other factor controlled by school systems, including class size, school size and the quality of after-school programs—or even which school a student is attending" (Rivkin, Hanushek, & Kain, as cited in MET Project, 2010, p. 1). One of the greatest impacts on student success is the quality of the teacher in the classroom. As stated by Kati Haycock of the Education Trust and coauthor of the 2006 study "Teaching Inequality: How Poor and Minority Students Are Shortchanged on Teacher Quality" in a Newsweek article, "The research shows that kids who have two, three, four strong teachers in a row will eventually excel, no matter what their background, while kids who have even two weak teachers in a row will never recover" (Thomas, 2010, para. 4). Because of this, modern education reform efforts have been heavily focused on what constitutes best practices in teaching. The traditional model for determining teacher effectiveness has typically involved snapshot classroom observations by the school principal. "Almost everywhere, teacher evaluation is a perfunctory exercise. In too many schools, principals go through the motions of visiting classrooms, checklist in hand. In the end, virtually all teachers receive the same 'satisfactory' rating" (Weisberg et al., as cited in Kane & Cantrell, 2010, p. 3). This scenario leads to teachers who need assistance not getting the necessary support and excellent teachers not receiving the praise they deserve and opportunities to share their expertise. "Resolving the contradiction will require new tools for gaining insight into

teachers' practice, new ways to diagnose their strengths and weaknesses and new approaches to developing teachers" (Kane & Cantrell, 2010, p. 3).

"The teacher evaluation models used in most countries are based on a model that requires administrators/external evaluators to diagnose weaknesses and subsequently to prescribe solutions. Although classroom observation can be a meaningful and vital aspect of a comprehensive teacher evaluation system, it has major drawbacks as a single-source methodology" (Stronge & Ostrander, as cited in Kyriakides, 2005, p. 44). Peterson (1995) also notes that, "In addition to empirical studies that show the statistical inaccuracy of administrator ratings, survey studies of teachers and administrators indicate extremely low levels of respect for the procedures within the profession" (as cited in Kyriakides, 2005, p. 45). In a recent study of over 1,001 teachers in American schools, only 26% of teachers reported that their most recent formal observation and evaluation was "useful and effective." Forty-one percent of those teachers consider it "just a formality," and another 32% say it was "well-intentioned but not particularly helpful" (Darling-Hammond, 2013). These concerns solidify the need to address and reform the traditional practice of using administrative evaluation of teachers as the single measure for rating overall teacher effectiveness. "Historically, there is little indication that the component measures used for teacher evaluation have consistently supported instructional improvement or personnel decisions" (Steinberg & Donaldson, 2016, p. 3). Darling-Hammond (2013) emphasizes the importance of appropriate use of varied strategies for evaluating teachers. "It is critical that teacher evaluation be helpful in this

quest, rather than an obstacle or impediment to good practice on the part of principals or teachers" (Darling-Hammond, 2013, p. 139).

Steinberg and Donaldson (2016) note that, "Under traditional evaluation systems, student achievement played a limited role in teachers' evaluations, with little evidence that teacher evaluation was used to hold teachers accountable for producing student learning" (p. 3). Accountability has become a focus for education reformers in an effort to better assess teacher quality through the combination of classroom observations and measures of student achievement, such as standardized test scores. However, "no one thinks these efforts are wholly sufficient, least of all teachers who say the nature and complexity of what they do cannot be fully captured by occasional observers or accrued test score data" (LaFee, 2014, p. 2). A reliance on test scores for teacher evaluation is also inadequate in determining teacher effectiveness since many teachers do not teach subjects with state assessments, the information is gathered infrequently, and test scores provide little insight as to what teachers can use to change practice (Raudenbush & Jean, 2014). Therefore, there is a push to collect a wide range of information that can supplement classroom observation data and achievement test scores as indicators of teaching effectiveness. Raudenbush and Jean (2014) suggest that the measures collected should be "reasonably reliable and would predict value-added scores while adding additional valuable information about the quality of the classroom experience" (p. 172) and further contend that one of the most promising approaches is to collect student perceptions via questionnaires. Hanover Research (2013) showed that student surveys

can predict achievement gains accurately, and, therefore, results can be used to reliably measure effective teaching.

The Case for Student Perception Data

Advantages.

In an article from the New York Times, Ronald Ferguson was quoted as saying, "Kids know effective teaching when they experience it… As a nation, we've wasted what students know about their own classroom experiences instead of using that knowledge to inform school reform efforts" (Dillon, 2010, p. 2). Researchers Wallace, Kelcey, and Ruzek (2016) noted that recent educational reform initiatives focused on multiple measures of teacher performance and cited the recent inclusion of student perception surveys, calling the addition "noteworthy" (p. 1835). "The use of multiple measures is meant to compensate for the imperfections of each individual measure and produce more accurate and helpful evaluations" (Kane & Cantrell, as cited in Marshall, 2012, p. 1). Researchers caution that student ratings should not be the only measure for teacher evaluation, but a part of the evaluation process (Goe, Bell, & Little, 2008).

The National Council on Teacher Quality 2017 State Teacher Policy Yearbook recommends as one of its goals for Measures of Professional Practice that states should include student surveys in the design of their teacher evaluation systems (Ross, 2017). The Council supports this recommendation by stating that "student perceptions of learning environments can be reliable and predictive indicators of student learning" and "the use of student survey data provides a richer picture of teacher effectiveness in the classroom and can further strengthen an evaluation system's ability to identify teachers'

effects on outcomes beyond standardized test scores" (Ross, 2017, p. 80). As of publication of the 2017 State Teacher Policy Yearbook, 34 states, including Nebraska and Iowa, required or explicitly allowed the use of student surveys as part of teacher evaluations. Other research findings also support the use of student perception surveys because they require little training to administer, are time and cost efficient, can be collected anonymously, and provide valuable feedback to teachers that can be tracked over time (Hanover, 2013; Worrell & Kuterbach, 2001). Research further contends that teacher effectiveness can be reliably measured through the use of student surveys (Hanover, 2013) as long as the rating instrument is designed well and includes detailed questions to measure meaningful teacher behaviors (Worrell & Kuterbach, 2001).

Correlation to Student Achievement.

There is substantial research to prove a positive correlation between student achievement and student ratings. The MET Project, begun in 2009 and published in 2012, studied 3,000 volunteer teachers across seven cities. One of the major aspects of the study included surveying tens of thousands of students regarding their classroom experiences, using the Tripod battery of surveys, and then cross-referencing the surveys with the students' test scores and other measures related to teacher effectiveness. The Tripod surveys were developed by Harvard professor Dr. Ronald F. Ferguson and his research team as a part of the Tripod Project dedicated to raising student achievement and narrowing gaps among students from different racial, ethnic, and social class backgrounds. Their research showed that "students taught by teachers with high student ratings achieve a full semester better than students whose teachers get low ratings"

(Sparks, as cited in Marshall, 2012, p. 3). Additionally, the MET researchers found that students were actually more qualified to evaluate teachers than adult observers and that their perceptions clearly targeted strengths and weaknesses of their teachers. They also found that student survey results had predictive validity and were consistently correlated with students' standardized test scores and other achievement measures (MET Project, 2012a). The MET study has helped launch efforts for more widespread collection of student perception feedback (LaFee, 2014). In an article for School Administrator, Ferguson stated, "A really good student survey can measure what you want to measure. It can reveal what's happening inside classrooms. I'm not sure there's a better way to calibrate the effectiveness of teachers" (LaFee, 2014, p. 2).

The MET Project shows that student ratings of teachers align with student achievement. Results of this study found that teachers rated higher by students in instructional effectiveness align with students achieving at higher levels in that teacher's class (MET Project, 2010; Crow, 2011). Additionally, the MET Project reports student ratings to be more highly correlated with student achievement than principal ratings and teacher self-ratings.

Another study focused on determining the relationship between student performance on criterion-referenced tests in reading, language arts, and mathematics and teacher performance measured by principals, students, and the teachers themselves. This study involved surveying 988 students, 35 teachers, and four principals to determine what relationships might exist between the three group ratings and student achievement on district tests. Researchers concluded that "student ratings of teachers were the best

predictor of student achievement on district-developed, criterion-referenced tests and showed the strongest positive relationship to student achievement when compared with those of principals and teachers" (Wilkerson et al., 2000, p. 1). Wilkerson et al. (2000) also found "a highly significant, positive relationship between the student feedback results and student achievement on the criterion referenced posttests in reading, language arts, and mathematics" (p. 185). "Students provided more valid feedback than teachers or principals if student achievement is the validity measure. Students' ratings were more highly correlated in all areas except for teachers' self-ratings in mathematics" (Wilkerson et al., 2000, p. 186).

Kyriakides (2005) conducted research on teacher interpersonal behavior and the relationship between those behaviors and student achievement. The study was done at the University of Cyprus, USA, and included the administration of questionnaires to 1,973 year-six students in 92 classes from 38 schools across the country. The results showed that "student ratings of teacher behavior are highly correlated with value-added measures of student cognitive and affective outcomes" (Kyriakides, 2005, p. 62) since the level of cooperation between students and teacher was associated with achievement gains for mathematics and Greek language and affective outcomes of schooling (Goe et al., 2008, p. 40). Kyriakides therefore surmised that the use of student ratings is a more practical and valid way of evaluating teachers in comparison to the use of value-added measures of student outcomes.

Student Evaluators.

Although classroom feedback is widely collected and accepted from college students, its use in K-12 education is much less widespread. Wright and Jenkins-Guarnieri (2012) noted that across 137 studies comparing the relationship between student achievement and student evaluations of teaching at the collegiate level, a medium effect size was found, which suggests that "student evaluations of teaching are related to student achievement and are valid measures of instructor skill and teaching effectiveness" (p. 693). Further research has been done in recent years to also assess the validity and effectiveness of the use of K-12 student feedback. These studies have generally shown that student perception surveys can "accurately predict student achievement gains, suggesting that student feedback can be used as a reliable measure of teacher effectiveness" (Hanover, 2013, p. 5). Additionally, researchers found that the only indicator better than student survey data at predicting student assessment improvements is previous testing improvements (Hanover, 2013). MET researchers also found alignment between student ratings of teachers and student achievement, noting that teachers with higher ratings from students in instructional effectiveness aligned with higher student achievement in those classes (Kane & Cantrell, 2010; Crow, 2011).

Students are in the distinctly unique position of having the most contact with their teachers daily and having "direct knowledge about classroom practices on a regular basis" (Stronge & Ostander, as cited in Kyriakides, 2005, p. 45). "No one spends more time watching teachers at work than their students, so it logically follows no one is in a better position to evaluate their performance" (LaFee, 2014, p.1). MET research confirms that students can identify effective teaching when they experience it and that

their perceptions of their teachers are consistent across other classes and from other students taught by the same teachers (Kane & Cantrell, 2010). Peterson (2000) notes that student perceptions are valuable because students "know their own personal situation well, have closely and recently observed a number of teachers, uniquely know how pupils think and feel, directly benefit from good teaching, report in numbers that foster high reliability (in the 0.80-0.90 range), furnish relatively inexpensive and unobtrusive information, and are stakeholders and consumers of good teaching" (as cited in Peterson, Wahlquist, & Bone, 2000, p. 137). As the most direct recipients of teachers' work, Follman (1992, 1995) concludes that students have a broader and deeper perspective on teacher performance than that of other potential raters, such as administrators, peers, and parents, and therefore, should be the most frequent source of teacher performance feedback (as cited in Goe et al., 2008). "These results should not be altogether surprising because student surveys are based on tens of thousands of hours of experience with a teacher (e.g., 25 students, six hours a day, 180 days a year), versus a handful of hours by an external observer" (Ross & Walsh, 2019, p. 11).

"Students are central to the work of teachers, and they see teacher merit and worth from a point of view unlike those of administrators, other teachers, parents, or researchers" (Peterson et al., 2000, p. 135). Given that students are not trained raters of teachers, however, it stands to reason that they most often "draw on their indigenous expertise of what makes them feel safe, respected, and competent" when surveyed (Wallace et al., 2016, p. 1859). Through analysis of 9,765 student surveys from varying grade levels of students, ranging from primary to secondary, Peterson et al. (2000) found

that students from differing age groups tended to focus on separate areas of teaching. While younger students were most interested in the relationships between teacher and students, the older students were more concerned with levels of student learning (Goe et al., 2008). Additionally, Peterson et al. (2000) reported that students can differentiate "between merely liking a teacher and recognizing one who enables their learning" and high school students, specifically, can "distinguish between a teacher who explains or tells and one who fosters more student-centered learning" (p. 148).

Turner and Meyer (2000) note that student reports of teaching are a valuable addition to teacher evaluation because they can be used to "measure theoretically informed and practically important dimensions of instruction; draw on the perspectives of multiple students, making survey measures potentially more reliable; and provide more efficient assessments of quality compared with alternative, resource-intensive assessments such as classroom observations" (as cited in Wallace et al., 2016, p. 1837). Aleamoni (1981) recognized the importance of student ratings in "the development of motivation in the classroom, opportunity for learning, degree of rapport and communication developed between teacher and student, and classroom equity" (as cited in Kyriakides, 2005, p. 45). As studies have supported the ability of students to be effective, firsthand raters of teachers, criticism for the traditional method of relying upon administrator reports has gained traction, calling them less accurate and subject to rater bias (Peterson et al., 2000). Centra (1975) found adults to be "very poor raters of even college age student views, let alone those of children and adolescents" (as cited in Peterson et al., 2000, p. 136). While typical observational data is gathered by only one or

two adult raters, student evaluations of teachers are averaged across numerous students, "which helps to alleviate issues with inter-rater reliability" (Geiger & Amrein-Beardsley, 2019, p. 5).

Disadvantages & Limitations

Despite recent findings for the inclusion of student perception data as best practice in a comprehensive teacher evaluation system, there are still many hurdles to overcome before widespread use and acceptance is achieved. Goe et al. (2008) noted that "students are not necessarily qualified to rate teachers on curriculum, classroom management, content, knowledge, and collegiality" (as cited in Hanover, 2013, p. 12). Kyriakides (2005) recognized that student ratings of teacher performance, although heavily used in collegiate settings, still elicit much criticism due to concerns over validity and reliability. However, his review of related research confirmed that "there are several strong arguments for using student ratings as a source for evaluating teachers" (Kyriakides, 2005, p. 45). Follman (1992, 1995) found that, although there may be some concerns of validity, such as halo effects and rating leniency, when students evaluate their teachers, those concerns do not appear to be greater for students than adult raters of teaching (as cited in Goe et al., 2008). After analyzing the data collected from more than 1,200 open-ended survey questions to students about their teachers, Brian Barbaugh, co-founder of Project Voyce, said, "If you give students buy-in, give them the respect that is often missing, they'll respond with respect" (LaFee, 2014, p. 3).

Teacher and union resistance constitute much of the opposition to the use of student perception data in K-12 schools. Gehlbach, Robinson, Finefter-Rosenbluh,

Benshoof, and Schneider (2017) surmised that teacher opposition to student feedback being used in evaluations was understandable and warned that, "If teachers consider student-perception surveys to be unfair or biased, the likelihood that their teaching will improve from this feedback seems vanishingly small" (p. 2). The National Council on Teacher Quality stressed the need for building trust among teachers and helping them see the value in the data collected from student surveys in an effort to dispel the notion that the results are based on likability (Jacobs & Doherty, 2015). "Student surveys are not merely popularity contests; students distinguish between merely liking a teacher and recognizing one who enables learning" (Peterson et al., 2000, p. 148). Following a Boston Public Schools pilot involving the use of student surveys, the notion that students might take the opportunity to be vengeful toward their teachers was refuted by the Assistant Superintendent for Teacher Leadership Effectiveness, Ross Wilson. He reported, "Some critics believe some students will be vindictive, but we found quite the opposite. We learned a lot about what was happening in classrooms and, more broadly, in schools. We learned how teachers engaged their students and how students themselves think about the learning process and what it means to them" (LaFee, 2014, p. 4).

As schools look to incorporate the use of student perception feedback into teacher evaluation systems, it is important to do so with caution and care. Administrative use of student feedback for disciplinary action against teachers could lead to further lack of support from teachers (Aleamoni, 1999). In an interview supporting the use of caution when incorporating student feedback into teacher evaluations, Polakow-Suransky, former chief academic officer of the New York City Department of Education, said to LaFee, "I

think it's something that we have to introduce into the process, initially with low stakes, so that teachers can see what the data looks like and see what they think of it and begin to trust it" (2014, p.2). Gehlbach et al. (2017) recommend gaining support and buy-in from teachers for student perception surveys by first allowing teachers the opportunity to similarly evaluate the leadership practices of their administrators. Before adding student feedback to a teacher evaluation system, Peterson et al. (2000) contend that "it will be necessary to persuade teachers that the use of student ratings of teacher behavior can provide them with additional feedback and assessment information, both for personal and professional improvement and for ensuring accountability in performance" (as cited in Kyriakides, 2005, p. 63).

Teacher Professional Growth

When teachers appropriately reflect upon and use the feedback they receive from student surveys, it leads to improvements in teaching and in the educational environment for the students (Follman, 1992, 1995; Aleamoni, 1999). Examining student perception data can "enrich the quality of reflection, discourse, and support that teachers experience in collaboration with supervisors and peers concerning their teaching. This, in turn, can enhance the quality of instruction that students experience, how hard they work, how much they learn, how happy they are in class, and how earnestly they aspire to attend college" (Ferguson & Danielson, 2014, p. 101). Wright and Jenkins-Guarnieri (2012) note that improved teaching through the deliberate use of student perception data will also likely lead to increased student achievement as students receive better instruction. "Feedback from student ratings can be useful in improving teaching by providing

instructors with constructive, consultative feedback with which to improve the quality of their teaching" (Wright & Jenkins-Guarnieri, 2012, p. 694). Ripley (2012) found that since student surveys focus on the means, rather than the ends, they give teachers "tangible ideas about what they can fix right now, straight from the minds of the people who sit in front of them all day long" (p. 4). Additionally, Hanover Research (2013) found that teachers appreciated student survey feedback; finding it invaluable and allowing them to use it to identify strengths, areas for growth, and find new strategies to enhance their teaching.

MET researchers warn that in order to ensure the data procured is meaningful and useful, schools must first make sure the survey questions accurately reflect the teaching expectations of the school district, and, second, actually use the data to improve teaching quality and student achievement (LaFee, 2014). Pittsburgh Public Schools' Executive Director of the Office of Teacher Effectiveness, Samuel Franklin, said, "We want a student survey that teachers want to use to become better teachers," when asked about the district's decision to choose and incorporate the use of student feedback data (LaFee, 2014, p. 6). Additionally, the MET study found that in order for survey results to be meaningful for teachers, proper training must be given to provide clarification of all survey items and demonstrate how teachers' individual scores compare to their peers (English, Burniske, Meibaum, & Lachlan-Hache, 2015). Marshall (2012) recommends the use of anonymous student surveys for teacher growth by basing the teacher's evaluation on how he/she responds to the feedback given by the students. Through an analysis of 9,765 student surveys, Peterson et al. (2000) found teachers to be in favor of

the inclusion of student ratings in the overall evaluation system; demonstrating the usefulness and validity of student surveys.

The intention of this review is to provide an insight to previous research as it relates to the validity and use of student perception data in schools. After reviewing the existing research, it is clear to us that gathering feedback from students, the ones most directly involved in and impacted by teaching, is essential to wholly assessing teaching effectiveness. The research and our state boards of education agree, yet each of our current evaluation systems lacks the inclusion of this important piece of the teacher effectiveness puzzle. Our study investigates, specifically, how the collection of student perception data will impact the teachers in our schools. We believe that the research participants will see the value in the information provided to them by their students and that, in fact, student perception data will drive teachers to reflect and improve their practice.

Chapter 3: Methodology

Research Approach

The purpose of this multisite case study was to examine teacher perspectives of student perception data and determine how that data can be used for individual teacher improvement and building-wide professional development opportunities. The goal of this study was to investigate how teachers perceive the collection and use of feedback from their students, with the hope that we might someday incorporate it into our own evaluation processes at our schools. Therefore, we chose to use a qualitative methodology when designing the study. Creswell (2013) states that qualitative research should be conducted when "a problem or issue needs to be *explored*" (p. 47) and when "we want to *empower individuals* to share their stories, hear their voices, and minimize the power relationships that often exist between a researcher and the participants in a study" (p. 48).

We further decided on the qualitative case study research approach in order to explore real-life bounded systems over a period of time through detailed, in-depth collection of multiple sources of data (Creswell, 2013). Merriam and Tisdell (2015) state, "Qualitative case studies share with other forms of qualitative research the search for meaning and understanding, the researcher as the primary instrument of data collection and analysis, an inductive investigative strategy, and the end product being richly descriptive" (p. 37). In order to gain an in-depth K-12 perspective, within Catholic school settings, two sites were chosen. Yin (2003) asserted that conclusions drawn from multiple sites could actually be more compelling than those from a single case.

A tandem approach was chosen for this dissertation research because in our administrative roles, we each have a limited frame of reference; either elementary or secondary. To broaden the application of our findings, we determined that it was necessary to establish that ours is a problem of practice across the K-12 setting, and working with a researcher at the elementary school level allows for that wider perspective. Another factor in choosing to work in tandem is teacher anonymity. Using this approach, I am able to interact with the teachers from St. John's Catholic School instead of the participants' direct supervisor, in an effort to eliminate the fear of evaluative repercussions.

Method

Sample Size and Target Population.

The research participants for this study were suburban Catholic school teachers from two sites, one in Nebraska and one in Iowa. The sample was selected using random purposeful sampling and includes kindergarten through twelfth grade teachers with varying years of experience and levels of education and from a variety of teaching disciplines. Each researcher shared an initial summary of the research project with her teachers at a faculty meeting and asked them to consider participation. A formal recruitment e-mail was sent by each researcher to all faculty members at her school (see Appendix A). Volunteers were asked to share basic demographic information, including the subject/grade they teach, their highest level of education, and their total years of experience.

The high school faculty is comprised of 89 teachers. Twenty-seven of the 89 teachers volunteered to be a part of the study. Due to time and logistical concerns for research, only 16 of the 27 teachers were chosen for the study. The researcher not associated with the school, to be referred to as the primary researcher henceforth, selected participants from the list of volunteers giving consideration to balancing years of experience, levels of education, and subject area taught. The 16 chosen participants were then invited into the study. Two of the 16 volunteers were unable to complete the research study, so, ultimately 14 out of the 89 high school teachers, or 15.7%, participated.

There are 26 teachers on the elementary/middle school staff, and seven of them volunteered to be a part of this research. Due to the smaller number of teachers at St. John's, in comparison to Pope Benedict, all seven teachers were invited into the study. They all agreed to participate, so 27% of the elementary/middle school faculty was involved. In total, across all grade levels, there were 21 research participants. Eleven (52%) of the research participants had completed Master's degrees and ten (48%) had completed a Bachelor's degree as their highest level of education. The participants' years of experience were categorized into four levels: 1-4 years, 5-9 years, 10-19 years, and 20 or more years. A breakdown of the distribution of years of experience is shown in Figure 1.

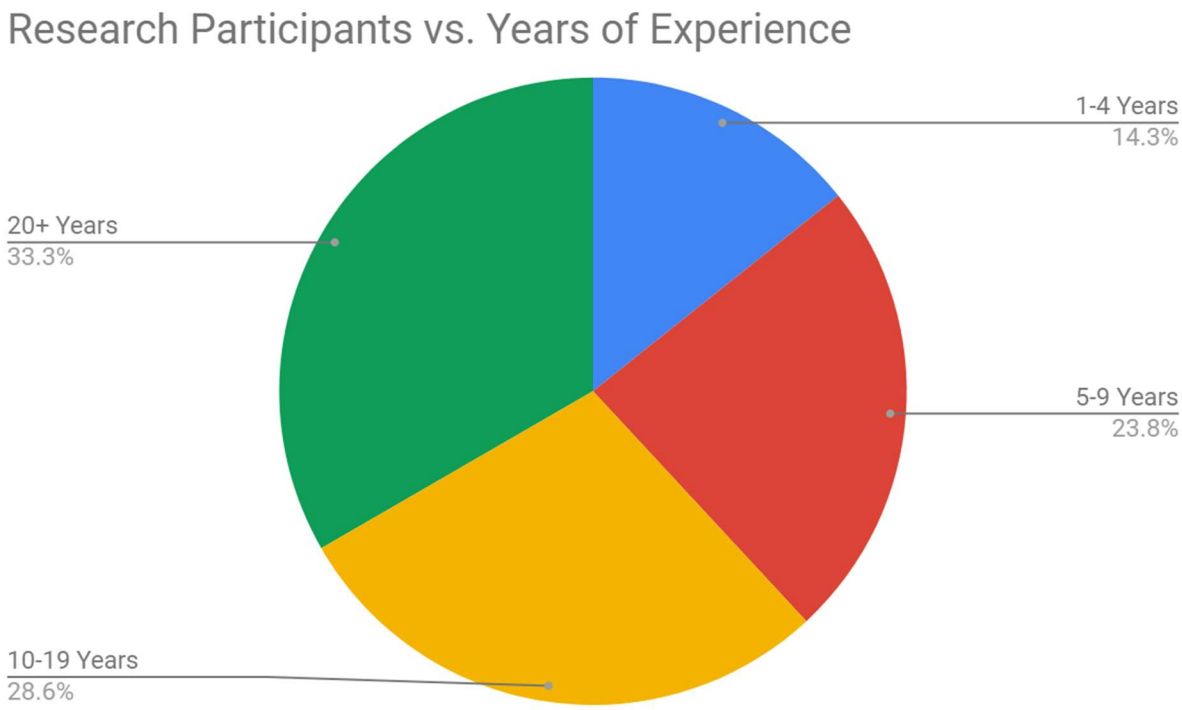

Figure 1. Research participants versus years of experience

Procedure.

Prior to the start of the study, permission was granted by each school site supervisor for the researchers to conduct the study and Institutional Review Board (IRB) approval was obtained to conduct the research study (see Appendix B). After the initial recruitment and collection of contact information, teacher participants no longer worked or communicated with their direct supervisor regarding the research. The researcher not associated with the school made all research communication. Each primary researcher contacted participants via email to make an introduction, explain her role as researcher, obtain informed consent to participate (see Appendices C and D), and deliver a link to an

electronic pre-survey (see Appendix E). The survey was created using an online Google Form and responses were kept secure through password-protection. Additionally, each participant was assigned a unique teacher identification code to keep their data confidential. Sample items from the pre-survey include:

- To what degree do you believe that students can be reliable raters of teacher effectiveness?
- To what degree do you believe that gathering student perception data might change how you run your classroom?
- To what degree do you believe student perception data can have an impact on your professional development goals?
- What are your thoughts on including student perception data as part of a comprehensive teacher evaluation system?
- Should student perception data be used for evaluative purposes?

Response options for the survey questions asking for degree of agreement were categorized using a Likert Scale ranging from "Strongly Agree" to "Strongly Disagree." "Likert scaling is a commonly used response scale format for measuring self-reported attitudes toward or beliefs about something" (Horst & Pyburn, 2018, p. 2). The use of Likert scaling is prevalent in education and other areas when looking to examine people's attitudes and beliefs and allows for "more varied levels of agreement" as compared to a simple response of yes or no (Horst & Pyburn, 2018, p. 2). Therefore, a Likert Scale was used to more accurately rate the level of agreement of participant responses.

Once all participants had completed the survey, each primary researcher held a group online video conferencing meeting to educate participants on student perception data, Tripod's 7Cs Framework, and to share sample student survey questions. In order to utilize the Tripod 7Cs Framework for this research study, prior permission was granted from the Tripod organization. Researchers submitted a request form and Research Proposal as well as the IRB Approval Letter. Once the proposal was accepted, researchers signed a contract for code sharing with Tripod and agreed to allow Tripod to review the completed study before publication.

One class of each participant's schedule was randomly chosen by the primary researcher and a student survey administration schedule was set and shared with each teacher participant. Each primary researcher administered the student perception survey to each chosen classroom of students. Prior to administration, students were made aware of the purpose of the survey, how it would be used by teachers, and the anonymous nature of their responses. Students indicated their level of agreement with survey items along a range of responses. Sample survey questions include:

- My classmates act the way my teacher wants them to.
- In this class, we learn to correct our mistakes.
- My teacher seems to know if something is bothering me.
- My teacher takes the time to summarize what we learn each day.

There are three categories of the Tripod Student Survey based on the grade level of the students surveyed: Early Elementary, Upper Elementary, and Secondary. The

Early Elementary Survey, comprised of 15 questions, was given on paper to students in kindergarten through second grade. For the early elementary students, survey questions and possible responses were read aloud by the primary researcher and students indicated their responses by circling the answer that best represented their feelings. Possible answers were shown on the survey using pictures alongside the written answer (a happy face indicated "yes," a straight face indicated "maybe," and a sad face indicated "no"). No student names were included on the paper surveys to maintain confidentiality.

The 26-question Upper Elementary Survey was given electronically, using a Google Form, to students in grades three through five. Upper elementary students read the questions independently and indicated their responses on the electronic form. Students had five response options: yes/always, mostly yes, maybe/sometimes, mostly not, or no/never. No student names or other identifiers were collected on the survey.

The Secondary Survey had 34 questions and was also administered electronically, using a Google Form, to all students in grades six through 12. Secondary students read the questions independently and indicated their responses on the electronic form. Again, all surveys were confidential and no student names or identifiers were collected. Response options were: totally true, mostly true, somewhat, mostly untrue, and totally untrue.

After student survey administration, researchers compiled each teacher's results and shared the class group information with each participant. No individual student responses were kept or shared, so all student feedback remained anonymous from the researchers and teacher participants. Additionally, all data was coded using each

teacher's unique teacher identifier to maintain anonymity from direct supervisors. Information linking each teacher identification code back to the actual teacher was kept locked in a secure location in the office of each primary researcher.

Each teacher received a breakdown of each survey question and how his/her students responded along with a score summary of the classroom data. The scores for each survey question were calculated out of a possible three points for Early Elementary and out of five points for Upper Elementary and Secondary. An average score was calculated for each survey question for each teacher and an overall average score and percentage was then calculated for all results. Additionally, each survey question was categorized into one of the 7Cs categories (care, confer, captivate, clarify, consolidate, challenge, and classroom management) in order to give each teacher a score breakdown in each of the seven groups. Teachers then received an average score for their student responses in each of the 7Cs areas (see Appendix F). Teacher participants also received guidelines and information on how to interpret their individual data. Tripod's Guide to the 7Cs included indicators of an exemplary classroom, reflection questions, and sample strategies for each of the 7Cs.

After teachers had time to review their results over one to two weeks, each primary researcher sent participants an email with a link to the post-survey containing the same questions they were asked initially in the pre-survey (see Appendix E). Sample items from the post-survey include:

- To what degree do you believe that students can be reliable raters of teacher effectiveness?

- To what degree do you believe that gathering student perception data might change how you run your classroom?
- To what degree do you believe student perception data can have an impact on your professional development goals?
- What are your thoughts on including student perception data as part of a comprehensive teacher evaluation system?
- Should student perception data be used for evaluative purposes?

Participant responses to both the pre- and post-surveys were compiled and reviewed for changes in teacher perceptions (see Appendix G). Each primary researcher then scheduled individual interviews with each participant. Two of the research participants were unable to take part in the one-on-one interviews, therefore follow-up interviews were conducted with only 19 of the 21 participants. Interviews were conducted online using video conferencing software (see Appendix H). Interview audio was recorded and stored on a locked device in each primary researcher's office. Interviews were transcribed by each primary researcher and then coded and analyzed to look for emerging themes. Analysis focused on answering the overarching research question, "Does student perception feedback drive teachers to reflect and improve their practice?," along with the three sub questions listed below.

- How do teachers perceive student feedback (for personal growth and administrative evaluation)?

- Do teachers' perceptions of student feedback change after receiving the data?
- Does student feedback help teachers with targeted goal setting?

Validation Procedures

Consistent with proper case study design, and as suggested by Creswell (2013, p. 250), multiple validation strategies were employed to ensure the accuracy of this study. These strategies included triangulation, clarifying researcher bias, and member checking. Triangulation is a necessary part of sound research practice and includes the use of multiple methods, data sources, and investigators to strengthen the validity of research findings (Creswell, 2013). Through the use of different data collection techniques from multiple research participants (data sources) from two different sites and investigators, the researchers were able to continually triangulate information while looking for evidence of themes.

Clarifying researcher bias requires the investigators to address "past experiences, biases, prejudices, and orientations that have likely shaped the interpretation and approach to the study" (Creswell, 2013, p. 251). The researchers of this study are both administrators, and direct supervisors, of the teacher participants involved in the study.

Member checking, the process by which researchers gather participants' views of the interpretations and findings (Creswell, 2013), was used with a subset of the research participants. A sample of participants from each research site were provided with a preliminary analysis of research findings and themes and asked to reflect upon the

credibility of the conclusions and interpretations. All communication during the member checking process was strictly between individual participants and their associated primary researcher.

Ethical Considerations

Great care was taken throughout the entire research process, from conception to publication, to predict and plan for the rise of ethical issues. Before beginning the study, research permission was granted by each school site and Institutional Review Board approval was obtained (see Appendix B). Research participants were given informed consent (see Appendices C and D), which outlined the study procedures and measures to be taken to protect their confidentiality and anonymity from their direct supervisors in their school. Once the research began, each participant worked exclusively with the primary researcher (not associated with their school) and was assigned a unique teacher identification code to further protect teacher identity. Interview recordings were kept on a locked device in the office of each primary researcher until the completion of the study, at which time the files were destroyed. All survey data and interview transcriptions were stored using the unique teacher identification code and only the primary researcher (not associated with the other school) had access to the teacher names belonging to each code. The teacher identification code document for each site was kept in a locked file in the office of the primary researcher and destroyed upon completion of the study.

Summary

The purpose of this multisite case study was to examine K-12 teacher perspectives of student perception data and determine how that data can be used for individual teacher

improvement and building-wide professional development opportunities. Electronic surveys were given to research participants to gather their initial thoughts on the collection of student perception data and its potential use for teacher growth. Researchers administered the Tripod Student Survey to students in a randomly selected class of each research participant and compiled the responses into a classroom summary report for each participant. The same electronic survey was given to participants after they received their student feedback to gather any changes in teacher perceptions of student feedback. Personal interviews were conducted with each research participant to gather final thoughts and perceptions. All data collected through participant surveys and interviews were then coded to find themes, similarities, and differences. These findings are presented in the following chapter.

Chapter 4: Findings

As administrators responsible for teacher evaluation and instructional leadership, we are aware that the teacher evaluation processes currently in place at St. John's Catholic School and Pope Benedict Catholic High School are not meeting the recommendations of the Nebraska and Iowa Departments of Education, nor are they helping administrators to accurately pinpoint teachers who would benefit from targeted instructional leadership. Both states recommend including student perception data as part of a comprehensive teacher evaluation system, but neither state mandates how this data should be gathered, implemented, or used. Because we are Catholic school administrators in systems where change can be made at the building level rather than the district level, we determined that it would be worthwhile to research this problem of practice through a multisite case study focused on teacher perceptions of student feedback data and whether teachers would use the data to improve practice and set goals for professional development.

This study examined elementary, junior high, and high school teachers' thoughts on student perception data gathered using the Tripod Student Survey. We chose the Tripod 7Cs instrument for two reasons. First, because Tripod was the only student survey used in the Bill & Melinda Gates' Foundation's MET Project after undergoing a rigorous peer-review process, and multiple studies have established its reliability and validity. Second, for its simple ease of administration. Teachers were surveyed regarding their perceptions of student feedback data before their students were given the Tripod Student Survey and afterwards, and each teacher was interviewed after receiving

his/her personalized data report. We were interested in learning whether teacher perceptions would change after receiving the data and how teachers would use the data. In order to ensure anonymity, we have not provided a summary profile of each teacher participant, however limited demographic information is provided in Appendix F.

Chapter 4 will provide a description of the data analysis procedure and includes tables that illustrate how each research question aligns to specific survey and interview questions. Data was collected in three forms from each research participant including pre-survey results (prior to student feedback collection), post-survey results using the same survey questions (after participants received student feedback), and one-on-one interview responses (at the conclusion of the study). As the primary researcher at St. John's Catholic School, my analysis begins with specific findings from St. John's and leads into integrated results from participants at both sites to complete the multisite case study investigation.

St. John's Catholic School Data

Survey data collected from St. John's Catholic School participants, specifically, is shown in Figure 2. Possible survey responses were Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), or Strongly Agree (SA). Response frequency was compiled for all participants from St. John's Catholic School on each survey question and the positive response (Agree and Strongly Agree) frequency is highlighted.

Pre- and Post- Survey Reponse Summaries - St. John's

	Pre-Survey Answers					Post-Survey Answers				
1. To what degree do you believe that students can be reliable raters of teacher effectiveness?	*Response*	SD	D	N	A	SA	SD	D	N	A	SA
	=	0	0	3	4	0	0	0	1	5	1
	%	0%	0%	43%	57%	0%	0%	0%	14%	71%	14%
2. To what degree do you believe that students are in a unique position to offer feedback to their teachers regarding classroom practices?	*Response*	SD	D	N	A	SA	SD	D	N	A	SA
	=	0	0	1	4	2	0	1	1	2	3
	%	0%	0%	14%	57%	29%	0%	14%	14%	29%	43%
3. To what degree do you believe that gathering student perception data might change how you run your classroom?	*Response*	SD	D	N	A	SA	SD	D	N	A	SA
	=	0	0	1	5	1	0	0	2	4	1
	%	0%	0%	14%	71%	14%	0%	0%	29%	57%	14%
4. To what degree do you believe student perception data can have an impact on your professional development goals?	*Response*	SD	D	N	A	SA	SD	D	N	A	SA
	=	0	0	0	5	2	0	0	2	3	2
	%	0%	0%	0%	71%	29%	0%	0%	29%	43%	29%

	Pre-Survey Answers			Post-Survey Answers		
6. Should student perception data be used for evaluative purposes?	*Response*	Yes	No	*Response*	Yes	No
	=	5	1	6	= 4	3	7
	%	83%	17%		% 57%	43%	

Figure 2. Survey response frequency for pre- and post-surveys from St. John's participants

On the first survey question asking how strongly participants believed that students can be reliable raters of teacher effectiveness, St. John's participants responded more positively after receiving their data than they had initially in the pre-survey. Their positive response frequency increased significantly from 57% to 85%. All but one participant from St. John's indicated agreement with students being reliable raters of teacher effectiveness.

For Survey Questions 2 through 4, St. John's positive responses all decreased from pre- to post-survey. Survey Question 2 asked participants to indicate how strongly they believe that students are in a unique position to offer feedback to their teachers regarding classroom practices. St. John's participants responded very positively (86%) to that question on the pre-survey, but were less positive (72%) when asked that same question on the post-survey. On Survey Question 3, participants were asked to what degree they believe that gathering student perception data might change how they run their classrooms. Positive response frequencies for St. John's respondents decreased from 85% to 71% between the pre- and post-surveys, yet none of the participants actually disagreed with the question altogether. When asked whether student perception data would impact their professional development goals in Survey Question 4, all St. John's participants initially agreed in the pre-survey. On the post-survey, though, only 72% of them responded positively to that question. However, again, there were no respondents who outright disagreed with the statement.

Survey Question 5 was an open-ended question for participants to answer and is, therefore, not shown in Figure 2. Participants were asked to share their thoughts on including student perception data as part of a comprehensive teacher evaluation system at St. John's Catholic School. Overall, St. John's participants responded positively to this question, with only one teacher indicating full disagreement. All other St. John's participants either agreed completely that student perception data should be included in their teacher evaluation system or they were at least open to it being used in their school as some part of the system. When ultimately asked in Survey Question 6 whether student

perception data should be used for evaluative purposes, though, St. John's participants went from 83% agreement to only 57% in the post-survey.

Integrated K-12 Data

Data collected from St. John's Catholic School participants has been integrated with results from Pope Benedict Catholic School participants to provide a comprehensive, K-12 analysis from both research sites. Again, data was collected in three forms from each research participant including pre-survey results (prior to student feedback collection), post-survey results using the same survey questions (after participants received student feedback), and one-on-one interview responses (at the conclusion of the study). Pre-survey and post-survey results for all participants were compared to determine what, if any, changes in response were given after participants received and reviewed their student feedback.

To determine the change from pre- to post-survey, each survey question response for all research participants was categorized and the overall frequency noted for each response option. Possible survey responses were Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), or Strongly Agree (SA). Response frequency was compiled for all participants on each survey question and the positive response (Agree and Strongly Agree) frequency was determined (See Figure 3).

Survey Question	Pre-Survey						Post-Survey					
1. To what degree do you believe that students can be reliable raters of teacher effectiveness?	Pre-Survey Answers						Post-Survey Answers					
	Response	SD	D	N	A	SA	*Response*	SD	D	N	A	SA
	=	**0**	**1**	**5**	**13**	**2**	=	**0**	**0**	**7**	**12**	**1**
	%	0%	5%	24%	62%	10%	%	0%	0%	35%	60%	5%
2. To what degree do you believe that students are in a unique position to offer feedback to their teachers regarding classroom practices?	Pre-Survey Answers						Post-Survey Answers					
	Response	SD	D	N	A	SA	*Response*	SD	D	N	A	SA
	=	**0**	**2**	**1**	**9**	**9**	=	**0**	**1**	**3**	**8**	**8**
	%	0%	10%	5%	43%	43%	%	0%	5%	15%	40%	40%
3. To what degree do you believe that gathering student perception data might change how you run your classroom?	Pre-Survey Answers						Post-Survey Answers					
	Response	SD	D	N	A	SA	*Response*	SD	D	N	A	SA
	=	**0**	**0**	**6**	**12**	**3**	=	**1**	**0**	**4**	**12**	**3**
	%	0%	0%	29%	57%	14%	%	5%	0%	20%	60%	15%
4. To what degree do you believe student perception data can have an impact on your professional development goals?	Pre-Survey Answers						Post-Survey Answers					
	Response	SD	D	N	A	SA	*Response*	SD	D	N	A	SA
	=	**0**	**1**	**2**	**11**	**7**	=	**1**	**0**	**5**	**10**	**4**
	%	0%	5%	10%	52%	33%	%	5%	0%	25%	50%	20%
6. Should student perception data be used for evaluative purposes?	Pre-Survey Answers						Post-Survey Answers					
	Response	Yes	No				*Response*	Yes	No			
	=	**12**	**6**	18			=	**11**	**9**	20		
	%	67%	33%				%	55%	45%			

Figure 3. Survey response frequency for pre- and post-surveys from all participants

The total frequency change for positive survey responses for each of the survey questions with Likert Scale responses (questions 1 through 4) are shown in Table 1. The greatest changes from pre- to post-survey came in response to Survey Question 1, "To what degree do you believe that students can be reliable raters of teacher effectiveness?" and Survey Question 4, "To what degree do you believe student perception data can have an impact on your professional development goals?" Additionally, survey question 6 asked, "Should student perception data be used for evaluative purposes?," with response

options of, simply, yes or no. 67 % of participants responded “yes” on the pre-survey, while 55% responded positively on the post-survey.

Table 1

Total positive response frequency change from pre- to post-survey

Survey Question	**Pre-survey positive response frequency**	**Post-survey positive response frequency**	**Change in frequency from pre- to post-survey**
1. To what degree do you believe that students can be reliable raters of teacher effectiveness?	72%	65%	-7
2. To what degree do you believe that students are in a unique position to offer feedback to their teachers regarding classroom practices?	86%	80%	-6
3. To what degree do you believe that gathering student perception data might change how you run your classroom?	71%	75%	4
4. To what degree do you believe student perception data can have an impact on your professional development goals?	83%	76%	-7

Other data collected during the study came in the form of open-ended responses included on the surveys and during the one-on-one interviews. Tables 2 to 7 align each research question to specific survey and interview questions given throughout the study. Research participants' answers to each of the survey and interview questions were categorized to determine overall themes and findings for each research question.

Table 2

Research Question 1: Does student perception feedback drive teachers to reflect and improve their practice?
Survey Question 3: To what degree do you believe that gathering student perception data might change how you run your classroom? *Likert Scale: 1 (Strongly Disagree) to 5 (Strongly Agree)*
Interview Question 4: Have you changed any of your classroom practices as a result of receiving the student feedback?
Interview Question 4a: If yes, what have you done? Have the changes impacted your classroom? In what way?
Interview Question 4b: If no, why not? Do you plan to make any changes to your classroom practices going forward? If so, what types of changes?
Interview Question 5: How do you see the student feedback improving your practice in the future?

Evidence.

Survey Question 3: To what degree do you believe that gathering student perception data might change how you run your classroom? 71% of pre-survey respondents gave Agree (57%)/Strongly Agree (14%) responses in favor of student perception data changing how they run their classrooms. Similar results were submitted in the post-survey with 60% of respondents answering Agree and 15% Strongly Agree. Teacher L said, "Although it can be difficult to hear, all feedback should make one consider changes that should be made. Even if you feel their perception is incorrect, it is still their perception and that is something to take into account." Teacher E noted, "I am interested in learning about their perceptions. If the data indicates a weakness, I would be very likely to make changes." Teacher R stated, "I am open to seeing student data and adjusting where necessary, however, as students are not trained in pedagogy and may not understand the diversity of learning needs in the classroom, their perspectives still have to be balanced with quality self-assessment."

Interview Question 4: Have you changed any of your classroom practices as a result of receiving the student feedback? 8/19 interviewees answered yes that they had already changed at least some classroom practices after receiving the feedback. 2/19 indicated that they had not yet made any changes but were planning to in the future.

Interview Question 4a: If yes, what have you done? Have the changes impacted your classroom? In what way? Teachers T, G, and O all talked with their classes to revisit classroom expectations and to set standards together with the students. Teacher O said the process has led to a lot of classroom conversations. Teachers L and I both

mentioned being more patient and relaxed in the classroom after receiving the student feedback. Teacher L noted, “I want to come off less angry...and just enjoy the kids.” Teacher E said, “It has made me think. I want everyone to say YES to ‘I like the way my teacher treats me when I need help.’ I've caught myself a few times since then when I am helping them. It's making me evaluate myself a little closer." Teacher M said that the data showed her that the students really value her keeping control of the classroom and that overall behavior has improved.

Interview Question 4b: If no, why not? Do you plan to make any changes to your classroom practices going forward? If so, what types of changes? Six of the 19 interviewees said that they had not made any changes yet since it was so close to the end of the school year, but they all planned to reflect on possible changes in preparation for the following school year. Teacher B felt that the data showed that students did not know much about her, and she plans to share more about herself with the students next year. Teacher J expressed concerns with the reliability of the data after only having surveyed one class of students.

Interview Question 5: How do you see the student feedback improving your practice in the future? Teacher E said, “If it is going to call attention to an area of weakness and it makes me evaluate, then it's good. I will evaluate procedures and practices and hopefully make necessary changes.” Teacher K said, “The point of getting feedback is so that you can improve. Who better to get the feedback from than the kids in front of you?” Teachers M and T plan to focus on improving classroom management after reviewing the student feedback. Teachers C and F noted that they plan to reflect on

the data in order to improve the overall classroom environment for everyone. Teacher U planned to take the data more to heart and do more to make changes if more classes had been included in the student perception survey.

Table 3

Research Question 1a: How do teachers perceive student feedback?
Interview Question 3a: Were you surprised by anything in your data? If so, what?
Interview Question 3b: Please share anything positive that came from your data.
Interview Question 8: Do you believe that students can, or should, have a voice in teacher effectiveness?
Interview Question 8a: What do you believe makes students good (or bad) raters of classroom practices?
Interview Question 9: One of the reasons we chose this topic for our research is because sometimes in Catholic schools, especially, students are seen as customers whose voices are often unheard. What are your thoughts on using student perception data as a method for gathering student input?
Interview Question 11: What value do you see in the collection of student perception data?
Interview Question 12: If you were asked to speak to your colleagues about this

experience, what would you say?

Evidence.

Interview Question 3a: Were you surprised by anything in your data? If so, what? Six of the 19 interviewees mentioned being surprised by how low their Care scores came back. Teacher C felt like caring can look differently and that she feels like she really cares, but that "apparently isn't coming across to the students" as much as she thinks. Teacher G said, "It made me wonder if I was as effective as I thought I was." Teacher K said, "I guess I thought that I related to the kids better than they responded back in one of those questions about the relationships. That was one place that I felt that I definitely have room to improve."

Interview Question 3b: Please share anything positive that came from your data. Teachers T, O, and D said they were happy to see that the students were aware of what's going on in the classroom. Teacher T specifically noted being glad the kids noticed the sense of classroom community, that the kids can tell she cares about them, and that they "get stuff done" in the class. Teachers J, U, and O mentioned that the data reinforced what they were already thinking about the classroom and how they run it. Teacher I was pleased to know that the students thought her comments were helpful and made her feel like they actually took the time to read her feedback. Teacher F said, "It's good for teachers to receive students' feedback, and I think they gave me good feedback." Seven of the 19 interviewees noted the Care score being a positive outcome of the surveys. Teacher R mentioned that caring is something they strive for at her

school and that they are conscious of being caring, so she was happy to see the student responses to the question about whether or not the teacher makes the student feel like he/she really cares.

Interview Question 8: Do you believe that students can, or should, have a voice in teacher effectiveness? Fifteen out of the 19 said yes when asked whether they believe students can, or should, have a voice in teacher effectiveness. Teacher G said, "Yes, students will feel more empowered in the classroom and collecting their feedback allows them to know that the teacher cares about what they have to say about the classroom." Teacher R said that "students are the mark of teacher effectiveness" and they should give feedback about their experiences even if it is "just for the teacher and not for administrators." Teacher U felt that students should give feedback but that they should not be the only voice and that "every piece of data a teacher gets helps formulate a clearer picture of who the teacher is and what they do." Teacher D, on the other hand, felt that younger students should not have a voice in teacher effectiveness, and Teacher J said that we should "not rely on a teenage perception of a skilled discipline."

Interview Question 8a: What do you believe makes students good (or bad) raters of classroom practices? Teachers T, O, and L mentioned potential bias, either positive or negative, from students that could hinder their ability to answer honestly when giving feedback. These three teachers all noted some students possibly being reluctant to give any negative feedback because of their relationship with the teacher, while other students could hold a grudge after being disciplined prior to taking the survey. Teacher M said, "[Students are] in the classroom every day and can see what's going on and if kids are

engaged. They have an accurate perception. Even if a student doesn't really like a teacher and they rate them lower, the teacher needs to know that." Many interviewees mentioned that students are good raters of classroom practices because, as Teacher P said, they have spent more time watching that teacher than anyone else has. Teacher R said, "They are good because they are in the classroom and they can compare to other teachers who do something really well. In some ways, they are not good raters because they don't understand pedagogy or know the value certain things provide in the classroom." Teacher C said, "They're good raters because they get to see teachers on their good and bad days and since they see them all the time and hopefully get to know them better. However, how they are feeling about something that happened in class can also have a big impact on the feedback they give in any moment." Teacher K said, "Even though you have extremes on both ends, and there are kids who might say terrible things about you, they definitely have the best input."

Interview Question 9: One of the reasons we chose this topic for our research is because sometimes in Catholic schools, especially, students are seen as customers whose voices are often unheard. What are your thoughts on using student perception data as a method for gathering student input? Fifteen of the 19 interviewees responded positively to whether or not they felt that student perception data should be used as a method for gathering student input, especially in the context of a Catholic school and seeing the students as "customers." Teacher T said that although she was not a proponent at first, she is now. She went on to say, "If the kids understand what the data is to be used for, they will answer truthfully because the kids at [her school] really care about

their teachers - and their voices should be heard. If there's a classroom where the students don't feel cared for, then the teacher needs to know that, and the teacher might not be aware that how they're teaching is making the kids feel unsafe or uncared for. The kids should be able to tell you that." Teacher E thinks it is a great idea and said, "Students will feel like their voices matter" if given the chance to weigh in. Several teachers were proponents, yet noted their concern with the information being shared with administration and/or potentially used for evaluation. Teacher N said, "I think it is valuable but it should not be the only way teachers are assessed. I definitely believe that teachers can learn from students on how to improve their craft." Once again, Teachers D and J noted their hesitation with allowing young students and teenagers voices in classroom effectiveness.

Interview Question 11: What value do you see in the collection of student perception data? Teacher M responded positively when asked what value she found in the collection of student perception data. She noted that teachers are teaching to the students, not the principal, and "the classroom should be enjoyable and engaging and fun for [the students] and they should know that they have a voice." Teacher L said, "It helps to build a relationship - in a relationship with someone you want to know that your opinions are valued so it's good in that regard." Teacher E said, "There's value in offering the students the opportunity to share their views, and there's value in any tool that's going to help you evaluate yourself and become a better teacher."

Interview Question 12: If you were asked to speak to your colleagues about this experience, what would you say? All interviewees responded positively when asked

what they would say to colleagues about their overall experience. Teacher O would recommend that other teachers survey their students and "have an outsider come in so they can step back and look at their classroom through the eyes of the students." While Teacher B was "shocked" by some of the scores she received, she said, "it was a good shock, though, and an eye opener, and I feel like everyone needs to examine their effectiveness at whatever they do." Teacher P noted that the process was good and took very little class time to receive valuable information. Teacher I felt that it was worth doing and "you can get a lot out of it," but recommended that it be done for all classes, instead of just one section. Teacher N said, "I would tell them to be open to what their students think and be open to change."

Table 4

Research SubQuestion 1a(i): How do teachers perceive student feedback for personal growth?
Survey Question 4: To what degree do you believe student perception data can have an impact on your professional development goals? *Likert Scale: 1 (Strongly Disagree) to 5 (Strongly Agree)*
Interview Question 3c: What would you consider to be your biggest area for improvement based on the data you received?

Evidence.

Survey Question 4: To what degree do you believe student perception data can have an impact on your professional development goals? 85% of pre-survey respondents gave Agree (52%)/Strongly Agree (33%) responses when asked about student perception data impacting their professional development goals. Slightly fewer positive responses were submitted in the post-survey with 50% of respondents answering Agree and 20% Strongly Agree. Teacher I stated, "All of my goals are about how I can be a better teacher. This data has the potential to give me ideas of what I should work on." Teacher U, though, felt it might not be useful in setting goals because, "I will never have that exact same situation again. A different year means different students, and therefore skewed data, so setting goals based on that data would have to be set and followed with that same group of students." Similarly, Teacher E said, "If I used it for a professional goal, I'd need to give the survey a few times to note improvement or no improvement."

Interview Question 3c: What would you consider to be your biggest area for improvement based on the data you received? Several teachers mentioned focusing on the Care component and showing students that they truly care about them as a goal. Teacher I noted that caring is a school goal as well, so she would focus on improving that score in the future. Teacher C plans to work on creating an environment where the students feel cared for and sharing more about herself with them sooner to help improve the students' perceptions about whether or not she cares for them. Several other teachers mentioned Classroom Management as their 7Cs focus for future improvement. Teacher O even noted that classroom management came through as an area for improvement,

based on the student feedback, despite typically receiving strong marks in that area from administrators.

Table 5

Research SubQuestion 1a(ii): How do teachers perceive student feedback for administrative evaluation?
Survey Question 5: What are your thoughts on including student perception data as part of a comprehensive teacher evaluation system?
Survey Question 6: Should student perception data be used for evaluative purposes?
Interview Question 10: Both the Nebraska and Iowa Departments of Education recommend including student perception data as part of a comprehensive teacher evaluation system. How do you feel about the possibility of including student perception data as part of your overall teacher evaluation?
Interview Question 10a: If it were included at (your school) in the future, would you be a proponent?

Evidence.

Survey Question 5: What are your thoughts on including student perception data as part of a comprehensive teacher evaluation system? Half of the post-survey respondents agreed that student perception data should be a part of a comprehensive

evaluation system. Teacher S said, “I think it could be a piece of it. I think a good comprehensive evaluation should have feedback from many levels.” Teacher A said, “The data would be good to include as one aspect of the evaluation. I don't believe it should be a major part of the evaluation.” Teacher N said, “I think it is valuable so that an outsider can see what students feel are a teacher's strengths and weaknesses, but I think it would be important to survey more than one class. More data points help to eliminate biases.” Slightly less than half of the post-survey respondents (40%) felt that student perception data was useful, but were hesitant to have it as part of their evaluation. Teacher H stated, “Young people (students) are still young people. I believe students are often driven to evaluate by their own ego and personal experiences. Student perception can be valuable, but I don't think it should necessarily be used as a professional tool that might damage or hurt a teacher's reputation. It seems more beneficial to a teacher who understands the personality and history of the student.” Teacher Q said, “I think that student perception data should be used as a guide and reference for the teacher and their self-evaluation, but I am hesitant about it being used for teacher evaluation.” Teacher E said, “At this point, I'd rather have the data to evaluate myself and decide what changes I need to make. I'm not sure if I'd want it as part of the evaluation process that our administration would use on us.” Ten percent of the post-survey respondents disagreed with the question altogether. Teacher B stated, “No, I don't think students are emotionally mature or objective enough to be able to sometimes reflect honestly what is going on in the classroom.”

Survey Question 6: Should student perception data be used for evaluative purposes? 67% of pre-survey respondents answered "Yes" when asked whether student perception data should be used for evaluative purposes. That percentage dropped to 55% (yes) when asked that same question on the post-survey. Teacher S stated, "[Students] see more teachers than anyone else in the building. They know what good teaching looks like. As long as the data was broad and we don't zero in on one comment good or bad, it should be a helpful tool." On the other hand, Teacher I noted, "Students' understanding of their own learning, and, more importantly, students' biases make student perception data problematic. We shouldn't make a flawed system part of the evaluation process." Teacher N felt that collecting student perception is valuable "so that an outsider can see what students feel are a teacher's strengths and weaknesses, but I think it would be important to survey more than one class. More data points help to eliminate biases...It is also important for administrators to continue classroom observations so that student perception data is not the only source of information for evaluative purposes." Additionally, Teacher U said, "For me it totally depends. Is this all that one would use for my evaluation or just a portion? A survey is just one snapshot of how my classes are or are not effective. Just one piece of data."

Interview Question 10: Both the Nebraska and Iowa Departments of Education recommend including student perception data as part of a comprehensive teacher evaluation system. How do you feel about the possibility of including student perception data as part of your overall teacher evaluation? Teacher T said, "It would be good because you can have great test scores and look great on paper during an

observation, but hearing the kids' voices puts a different angle on how you're actually teaching. If a lot of students feel a certain way, then the teacher needs to know and be able to sit down with the principal to talk about how to achieve good scores while making sure the kids want to be there." Teacher G noted that the students are why the teacher is there, the information is valuable, and "any administrator would know there are a lot of factors that play into the results," so she "would be okay with [including student perception data as a part of a comprehensive evaluation]." Teacher M said, "If it's a whole picture it would be good. If it were just based on student evaluation, that could be skewed, or just the teacher observation, but having a good balance of different types is good." Teacher C said it could be included as an addendum to the evaluation, but is unsure about it being included in the overall evaluation. "I have no problem sharing what my students say with administration, but I feel it needs to be taken into context of who they are as students."

Interview Question 10a: If it were included at (your school) in the future, would you be a proponent? Sixty-eight percent of the interviewees said they would be proponents of the use of student perception data if it were included at their school in the future. Teacher L said, "Yes, it would help to know that everyone was participating. It would also allow for a starting point for collaboration between teachers." Sixteen percent of the interviewees said that they would not be proponents of using student perception data if it was included at their school. Teacher J did not "necessarily trust that the scores would be used fairly." The remaining interviewees still had some reservations with the idea of including student perception data at their school, but did not respond with a

definitive answer of "no." Teacher O said, "I would be stuck in the middle. I don't think that I would say, 'I'm not doing this.' It would take time, just like with any evaluation process, to see how it plays out and how it's used. But I know for me, personally, this data was very useful." Teacher I still had a lot of concerns but said, "I do think it's helpful and useful, and it's probably more meaningful than an administrator just coming in and sitting there for 45 minutes and checking off a list. I just would hope that we find ways to get more data from a wider variety of students."

Table 6

Research Question 1b: Do teachers' perceptions of student feedback change after receiving the data?
Survey Question 1: To what degree do you believe that students can be reliable raters of teacher effectiveness? *Change from pre- to post-survey*
Survey Question 2: To what degree do you believe that students are in a unique position to offer feedback to their teachers regarding classroom practices? *Change from pre- to post-survey*
Survey Question 3: To what degree do you believe that gathering student perception data might change how you run your classroom? *Change from pre- to post-survey*

Survey Question 4: To what degree do you believe student perception data can have an impact on your professional development goals? *Change from pre- to post-survey*
Survey Question 5: What are your thoughts on including student perception data as part of a comprehensive teacher evaluation system?
Survey Question 6: Should student perception data be used for evaluative purposes? *Change from pre- to post-survey*
Interview Question 2: Describe how you were feeling at the start of this research study.
Interview Question 3: Describe how you felt after receiving your students' feedback.
Interview Question 7: Throughout this research study, have your thoughts on student perception data changed at all? In what ways?

Evidence.

Survey Question 1: To what degree do you believe that students can be reliable raters of teacher effectiveness? 72% of pre-survey respondents gave Agree (62%)/Strongly Agree (10%) responses when asked to what degree they believed that students could be reliable raters of teacher effectiveness. Slightly less positive responses were submitted in the post-survey with 60% of respondents answering Agree and 5% Strongly Agree. The change in positive response frequency from pre-survey to post-survey (see Table 1), indicated that the participants' confidence in the reliability of the

student responses went down slightly from before the students were surveyed to after receiving their classroom results.

Survey Question 2: To what degree do you believe that students are in a unique position to offer feedback to their teachers regarding classroom practices? 86% of pre-survey respondents gave Agree (43%)/Strongly Agree (43%) answers in response to the question to what degree they felt that students were in a unique position to offer feedback to their teachers regarding classroom practices. Similar results were submitted in the post-survey with 40% of respondents answering Agree and 40% Strongly Agree. The positive response frequency (see Table 1) for question two stayed somewhat consistent from pre-survey to post-survey, but decreased slightly. This shows that, overall, participants' perceptions did not change significantly after receiving their classroom data, but some participants were less certain about the position of students to offer teachers feedback.

Survey Question 3: To what degree do you believe that gathering student perception data might change how you run your classroom? 71% of pre-survey respondents gave Agree (57%)/Strongly Agree (14%) responses in favor of student perception data changing how they run their classrooms. The post-survey showed similar results with 60% of respondents answering Agree and 15% Strongly Agree. The positive response frequency for question three (see Table 1) actually increased from pre-survey to post-survey. This indicates that participants' perceptions about possible classroom changes improved slightly after receiving their classroom survey results.

Survey Question 4: To what degree do you believe student perception data can have an impact on your professional development goals? 85% of pre-survey respondents gave Agree (52%)/Strongly Agree (33%) responses when asked about student perception data impacting their professional development goals. Less positive responses were submitted in the post-survey with 50% of respondents answering Agree and 20% Strongly Agree. The change in positive response frequency (see Table 1) indicated less agreement from the participants about the impact of the student perception data on their professional development goals after receiving their student survey results.

Survey Question 5: What are your thoughts on including student perception data as part of a comprehensive teacher evaluation system? Half of the post-survey respondents agreed that student perception data should be a part of a comprehensive evaluation system. Teacher F said, "I think it would be one more item to review with the teacher to provide thoughts for improvement." Teacher R said, "I am in favor of including student perception data as part of a comprehensive teacher evaluation system." Teacher K said, "I'd be fine with it, if it was a portion of the evaluation system, not what drives the whole evaluation." Slightly less than half of the post-survey respondents (40%) felt that student perception data was useful, but were hesitant to have it as part of their evaluation. Teacher C stated, "I think it is important to take into consideration student feedback, but, to me, it has to be taken in the context of the class and its makeup. It also needs to have an understanding of bias attached to it. For instance, I believe only polling one class creates an inaccurate sense of what the teacher is like in the classroom." Teacher O said, "I am conflicted because while I believe it has great value to educators

and administrators, student perception data has flaws that are difficult to overcome." Ten percent of the post-survey respondents disagreed with the question altogether. Teacher I stated, "It's too flawed and biased to work as it should." Teacher D said, "I am not in favor of it. Knowing their perceptions is helpful, but I would not make it part of a formal evaluation."

Survey Question 6: Should student perception data be used for evaluative purposes? 67% of pre-survey respondents answered "Yes" when asked whether student perception data should be used for evaluative purposes. That percentage dropped to 55% (yes) when asked that same question on the post-survey, indicating the participants' thoughts on including student perception data in their evaluation decreased from before the students were surveyed to after receiving their classroom results.

Interview Question 2: Describe how you were feeling at the start of this research study. Ten out of the 19 interviewees described being excited, interested, and/or intrigued at the start of the study. Teacher K mentioned thinking that teachers should have some sort of feedback from their students. Teacher G said, "I was excited to be a part of a study. I felt the environment had been established by that point in the year, and I wasn't too worried about it. I thought the kids would be open and honest." Teacher R wondered how the results might differ from the feedback she'd collected in the past and said, "I'm hoping to improve on what I've done before." Six out of the 19 interviewees expressed concern and nervousness going into the study. Teacher T stated, "I was nervous, but I really wanted to know how the students felt. The students were nervous, too, even though I reassured them that it would be fine."

Interview Question 3: Describe how you felt after receiving your students' feedback. Many of the interviewees, about 7 out of 19, mentioned being happy with the feedback and/or not surprised by what the students said. Teacher N stated, "I wasn't terribly surprised. I think the parts where I scored higher were things that I felt pretty comfortable that I did well with and things that scored lower were things that either I know I don't do well or it's just not my class' kind of thing." Teacher D noted that she agreed with the students' perception about whether the students act the way the teacher wants them to, because she has a "very talkative class this year and the students don't always act the way I want them to." Teacher R felt "pretty good overall" about the student responses she received, but said, "I'm pretty hard on myself, so even when one or two kids were low, I felt terrible." Five out of the 19 interviewees expressed concern or sadness upon receiving the student feedback. Teacher H said, "I was really rather surprised because there were some places that I thought I was surprised I was so low." Teacher M noted that, in the end, "the students are the ones I'm teaching and that's what matters most...not whether I'm putting on a good show for the principal."

Interview Question 7: Throughout this research study, have your thoughts on student perception data changed at all? In what ways? Interviewees responded in varying ways to this question. About a quarter (25%) of the interviewees indicated that, "yes," their thoughts on student perception data had changed, positively, throughout the study. Teacher B reflected on how this study and the survey questions used with the students differed from what she had used in the past and said, "It's changed because this was a better set of questions...and was more focused and professionally done. It's a

better instrument, so I'm more willing to give it credence." Teacher T wondered initially if the students would answer truthfully or not, but said, "I feel they really answered honestly and now I have a different view." Another quarter (25%) of the interviewees stated that their thoughts on student perception data had not changed over the course of the study, but that they had already thought positively of the idea. Teacher R said, "I started out thinking positively about student perception data, but...I think students are also humans and maybe sometimes their emotions or their personalities can maybe influence the way that they respond to a question and I still feel the same way looking at the data. I think it is good and I think it indicates areas for growth for me." On the other hand, Teacher L indicated that her thoughts had changed to now being less confident in the validity of the data, but said, "I still feel the students are probably the best source of information. We need to be sure the questions are at their level, though. I also would've liked to give the survey to all of my classes to get more data." Four out of the 19 interview participants stated that their perceptions had not changed over the course of the study and indicated that they still had concerns about the collection of student perception data. Teacher H stated, "No, although I still think it's important and should be taken under advisement while keeping in mind that these are children."

Table 7

Research Question 1c: Does student feedback help teachers with targeted goal setting?

Survey Question 4: To what degree do you believe student perception data can have an impact on your professional development goals?
Interview Question 6: How do you see the data impacting your professional development goals for the future?

Evidence.

Survey Question 4: To what degree do you believe student perception data can have an impact on your professional development goals? 85% of pre-survey respondents gave Agree (52%)/Strongly Agree (33%) responses when asked about student perception data impacting their professional development goals. Less positive responses were submitted in the post-survey with 50% of respondents answering Agree and 20% Strongly Agree. Teacher O said, "Educators are in a constant state of learning and have a desire to improve. Any data obtained throughout the year that shows an opportunity for growth impacts my personal goals as I strive to meet the needs of my students." Teacher L stated, "To make changes that may be necessary, it would be wise to go through an inquiry process and seek out professional development opportunities that will help you grow in these areas."

Interview Question 6: How do you see the data impacting your professional development goals for the future? Most interviewees intended to focus on at least one aspect of the data received as they planned ahead to the future. Teachers R, L, and T all planned to work on strategies to make the student experience more interesting, such as the use of technology and project-based learning. Teacher R said, "One of my goals is

always to incorporate new techniques and this year I got a classroom set of laptops. Since the Captivate area was lower for me, incorporating more technology might be something to look at. How can I use those as a tool that might help captivate more students?" Teachers M and O mentioned a focus on new classroom management techniques. Teacher O noted not really wanting to focus on classroom management, but since it was the biggest concern area from the surveys said, "Over the summer I will look at ways to help the students who are coming up to me next year that have different behavioral concerns." Teachers K, B, and J had goals to work on personalizing the classroom experience for students and making connections with students to ensure they all know that the teacher cares about them. Teacher K stated, "It's going to be finding that way to personalize things more for each of my kids to make connections and make sure they realize that how they feel about things will help me change for the better."

Summary

The 21 research participants gave varied responses to the questions posed in both surveys and during the one-on-one interviews. Throughout this chapter, the questions and their resulting responses were categorized based on connection to the overarching research questions. Additional details and our analysis of the results of this case study will be presented in Chapter 5 along with implications and recommendations for next steps for our problem of practice.

Chapter 5: Conclusions/Discussion

The purpose of this multisite case study was to examine teacher perspectives of student perception data and determine how that data can be used for individual teacher improvement and building-wide professional development opportunities. The central research question we set out to answer was: Does student perception feedback drive teachers to reflect and improve their practice? The additional sub-questions were:

- How do teachers perceive student feedback (for personal growth and administrative evaluation)?
- Do teachers' perceptions of student feedback change after receiving the data?
- Does student feedback help teachers with targeted goal setting?

The research participants chosen for this study were suburban Catholic school teachers from two sites, one in Nebraska and one in Iowa. Random purposeful sampling was used to select participants with varying years of experience and levels of education and from a variety of teaching disciplines. As part of the research study, participants were asked to complete a pre- and post-survey rating their feelings about student perception feedback, allow the administration of the Tripod Student Survey to one of their classes, and participate in an interview. The survey responses were compared and analyzed for changes. The interviews were transcribed and responses were categorized to determine overall themes and findings for each research question.

St. John's Catholic School Results

As the primary researcher for St. John's Catholic School in this multisite case study, I learned about the specific perspectives of elementary teachers in comparison to my typical high school frame of reference. Overall the results gathered from St. John's were very positive. The research participants were generally reflective, open to change and new ideas, and receptive to student feedback.

Upon receiving their student survey results, the biggest area for concern from the St. John's teachers was classroom management. When looking at the student survey classroom results for all of the St. John's participants, the scores for Classroom Management, one of the 7Cs categories, were significantly lower than the other category scores. In fact, Classroom Management was the lowest 7Cs category score for each of the St. John's teachers. Most of the St. John's participants indicated a plan to focus on improvement in that area for the future. In comparison to the overall K-12 data, the emphasis on classroom management stood out to me. As I reflected on the differences between elementary and secondary levels, it made sense that the elementary teachers and students placed a greater emphasis on classroom management, as proper classroom behavior must be taught first as children learn to become successful students.

The greatest apprehension about student perception data from the St. John's participants came from concern about the age of the students. Several of the St. John's teachers expressed concern over the validity of primary students' responses, even when the student responses were positive. However, the Tripod Student Survey has been proven valid with all students, K-12. In a Tripod study addressing the early childhood components of the survey specifically, it is clearly stated that the composite produces

"reliable estimates of teaching effectiveness regardless of class grade or student socioeconomic and language background" (Tripod Education Partners, 2015, p. 6).

Another, less prevalent, theme of concern found during my time working with the participants at St. John's Catholic School was a fear of low ratings based on recent reprimand. A few of the teachers mentioned being worried that a student would rate them lower if he/she was having a bad day or had been redirected by the teacher prior to survey administration. For those teachers with only one class of students, having one student rate them lower was of greater concern. At the high school level, though, where teachers have many more classes, there was emphasis placed on surveying more classes to lessen the impact of one or two disgruntled students.

After spending time at St. John's Catholic School and conversing with the research participants there, I now have a better understanding of the specific perspectives of elementary teachers. This experience will allow me to better appreciate the impacts of student perception data across the entire K-12 spectrum as I strive for implementation across our Catholic diocese. I believe that student feedback is an important piece of data that is currently missing in our K-12 schools, despite being recommended in Iowa Code, and it would help us work toward continuous improvement across the diocese. Since Pope Benedict is the only Catholic high school in the area, having strong elementary feeder schools is a vital part of ensuring our long-term viability and success.

Integrated K-12 Results

As researchers, we sought to determine whether the collection of student feedback would be a welcome and useful addition to current teacher evaluation practices in our

schools. This study provides valuable insight into how teachers feel about student feedback and how their perceptions may change after receiving the student feedback data. The study also provided us with important information on how teachers might use the data they receive to improve teaching practice or plan for professional development. The research findings were powerful as they gave an important perspective from those who are most impacted and are in a position to put this specific data into immediate use.

Research Question 1a: How do teachers perceive student feedback?

Our findings showed that the participants had positive feelings overall surrounding student feedback. The majority of teachers were in favor of collecting student perception data. While several participants expressed concerns over the idea of using student feedback as a sole piece of data for rating teachers, there is no precedent for or intent of using student perception data as a single source of information about teachers. Rather, it should be included as part of a comprehensive teacher evaluation program; not in place of other evaluative tools. The Nebraska Department of Education's published policy on teacher and education specialist evaluation recommends that a teacher is evaluated based on multiple measures of performance with student perception data listed as one of those measures. The Iowa Code recommends that a teacher review should include, at minimum, "classroom observation of the teacher, the teacher's progress, and implementation of the teacher's individual professional development plan, subject to the level of resources provided to implement the plan; and shall include supporting documentation from parents, students, and other teachers" (Iowa Code §284.8.1). If the collection of student survey data becomes part of the evaluative process at St. John's

Catholic School/Pope Benedict Catholic High School, implementation will occur following the state recommendations.

Some teachers were also apprehensive about the use of student feedback due to concerns over students' lack of knowledge of educational pedagogy and level of maturity. The Tripod instrument used in our study was created specifically for use by students, not for trained evaluators, taking into account age and maturity level. Researchers have repeatedly found that the 7Cs composite measure is equal to or more reliable than either value-added estimates or observational instruments (Tripod Education Partners, 2016). The Tripod Student Survey was refined over the course of 10 years and used with over 300,000 student raters during that time. In Underlying Structure of the Tripod Student Perception Survey (2016), Wallace et al. state, "Unlike adult observers who undergo rigorous training and certification processes to establish their skill at consistently differentiating among complicated, theoretically proposed domains of instructional practice, students receive no training prior to data collection. As such, the implicit conceptualization of expertise is quite distinct between adult observers and student survey takers" (p. 1837). In the Tripod Student Survey, students are only asked to reflect on items that are relevant to their experience as a student in the classroom. Since students are providing feedback only on their experiences in the classroom, not on instructional strategies or pedagogical intricacies, no other training is needed for them to understand the items they are replying to. Some example questions include "My teacher seems to know if something is bothering me," and "My teacher takes the time to summarize what we learn each day." While some teachers may have initial reservations

about collecting this type of data from students, it is our hope that continuous education will help them to understand that their students are not being asked to evaluate them in the same context as an administrator or peer evaluator.

Research SubQuestion 1a(i): How do teachers perceive student feedback for personal growth?

All of the teachers involved in this study were contemplative after receiving their student perception data. Survey and interview responses showed that they were reflective in looking for areas for improvement based on their data. Again, the participants perceived the use of the data positively overall, but a few of the participants' ratings fell slightly after receiving their student feedback.

Research SubQuestion 1a(ii): How do teachers perceive student feedback for administrative evaluation?

A majority of the research participants (68%) agreed that student perception data was useful and should be collected, but not necessarily used as part of their overall evaluations. About half of the teachers said that student feedback should be used as one facet of a comprehensive evaluation system, and the other half felt that student perception data should not be used for evaluative purposes at all. As we consider implementation, it will be important to communicate effectively with teachers about how the data would be used, why it would be used, and what conclusions we would be able to draw based on the information we receive. Regarding student feedback, Peterson et al. (2000) state, "Cautions should be used: high student ratings do not necessarily mean the same thing as good teaching. Perhaps the best interpretation is that high student ratings in conjunction

with at least several other positive indicators are a good indicator of quality teaching" (p. 150). Teachers will need clarification and time to understand that student perception data would not be used in place of administrator evaluation and, as a best practice, would only be implemented as a piece of the overall evaluation process, never as a single source of information used to form opinions or make decisions on a teachers' performance. Our research did not indicate the practice of using student feedback to make decisions about teacher retention, nor do the Nebraska and Iowa Departments of Education make that recommendation.

Research Question 1b: Do teachers' perceptions of student feedback change after receiving the data?

The results of this question varied from participant to participant. Many participants thought positively about student perception data before the student surveys were administered and continued to feel that way even after receiving their data. So, while their perceptions did not officially change, their perceptions of student feedback align with what we had hoped to see as an outcome of the study. There were a handful of participants who were apprehensive at the start of the study, but then after receiving their feedback felt more confident in the survey results and trusted the student feedback. A small subset of the participants, on the other hand, were not particularly nervous or untrusting to start the study, yet after receiving their data felt less trust in the students as raters. After receiving her student feedback report, one teacher who was not at all apprehensive before the survey was administered said, "I would have preferred a larger selection of student input. I had a small class; maybe all classes should have been given

the survey." We believe that some of that change in trust resulted from a disagreement with the feedback they received in certain areas that did not align with the teacher's perceptions of his/her own classroom practices. We believe that more education on the reliability and validity of the survey instrument and repeated use of the measure to help create an "average" might help some teachers to trust more in their results and be less apt to disengage when results do not align with their own perceptions. In Uncommon Measures, English et al. (2015) recommend administering the student perception survey more than once a year in order to "facilitate ongoing adjustments" (p. 10).

Research Question 1c: Does student feedback help teachers with targeted goal setting?

Overall the participants responded positively when reflecting on how they might use the student perception data to guide their classrooms in the future. However, some were uncertain about planning their own personal professional development based on the data and how that might fit into the professional development goals of their schools. During the interviews, it became clear that several of the teachers were unsure as to how they could use the feedback to make specific professional development goals. Teacher T said, "I signed up for summer classes and the survey results helped me pick the topics: working in small groups and project-based learning." On the other hand, Teacher H and Teacher Q both responded simply with, "I don't know." This indicates that while teachers are receptive to the information, they may need additional guidance from administration on goal setting and how the data can be applied specifically to their personal professional growth. Meeting individually with teachers to determine which

professional development opportunities are indicated by their students' feedback, and also align with the overall goals of each school, would be a way to meet teachers' needs in this area. Ferguson and Danielson (2014) assert the benefits of asking teachers to review their data, stating that this practice can "enrich the quality of reflection, discourse, and support that teachers experience in collaboration with supervisors and peers concerning their teaching. This, in turn, can enhance the quality of instruction that students experience, how hard they work, how much they learn, how happy they are in class, and how earnestly they aspire to attend college" (p. 101).

Research Question 1: Does student perception feedback drive teachers to reflect and improve their practice?

The answer to the ultimate question we set out to answer, "Does student perception feedback drive teachers to reflect and improve their practice?" was yes. All teachers involved in the study were reflective in the interview, however there were three participants who did not use, nor did they have plans to use, the information they received to improve practice. The majority of the interviewees, 16 out of 19, said either that they already had made improvements based on their results or that they plan to in the future but did not yet have time. We found it promising that the overwhelming majority of teachers were willing to make improvements to their teaching practice based on the feedback, even if they were not yet entirely trusting of this process. Recommendations from the MET Project lists teacher reflection as one of five practices that can positively impact student learning (MET Project, 2012a, p. 1). Carly Robinson, educational researcher and Ph.D. student at Harvard University's Graduate School of Education,

believes when schools create a culture of feedback, they "send a strong signal to students that they care about their point of view, while also creating opportunities to model how to productively receive and respond to feedback" (Shafer, 2017, para. 3).

Recommendations for Pope Benedict Catholic High School

Recommendation 1.

As a member of the administrative team at Pope Benedict Catholic High School, I plan to present the findings of this study to my fellow administrators. I will recommend that we include the use of student perception data in our teacher development and improvement practices at Pope Benedict going forward. Since the principal of the school has the ultimate say in our direction, any implementation plans will need to be approved first. Once his support is gained and approval granted, I plan to educate our teachers about the findings from this study. I will share the research behind the use of student perception surveys and the validity and reliability of the data collected from students. Additionally, I intend to share some of the anecdotal feedback given by the research participants during this study to help alleviate some of the fears that may arise from teachers who are apprehensive about the concept of gathering student perception data. I will also invite willing research participants to share any additional feedback about their experience with the rest of the faculty. Since my research partner conducted the actual research at Pope Benedict, and I am not privy to the names of the participants, I can only make a general request for volunteers to all staff and hope for some participation.

Recommendation 2.

My next recommendation is to begin collecting student perception data for all teachers at Pope Benedict Catholic High School using the Tripod Student Survey. I intend for us to use the student perception data for formative purposes with all teachers in the school. While many of our classes are semester-long, the majority of our classes span the entire school year. Therefore, I plan to administer the surveys toward the end of the first semester. Then, teachers will receive their classroom summary reports, have time to reflect, and then make a plan for improvement where needed. As a part of the summative evaluation at the end of the year, each teacher, along with an administrator, will discuss the student data and the goals set by the teacher after receiving his/her results. Then, the conversation would center on the actions taken by the teacher in response to his/her student feedback results. New goals for the future may be set to address additional concerns, if needed. I do not consider the student feedback results to be "high stakes," but will instead place more emphasis on the reflection and response taken by each individual teacher when confronted with the feelings of his/her students.

Recommendation 3.

My third recommendation stems from feedback gathered from many of the study participants at Pope Benedict. In this study, students from one class per research participant were surveyed. Surveying only one class per teacher is recommended by Tripod as standard protocol, however, doing so came up as a concern for many of the research participants. Some participants noted not fully trusting the data that came from one particular class and felt that they could better appreciate the results if a larger subset of their students were included in the survey. Therefore, I intend to administer the survey

to all of a teacher's classes/sections, initially, as we build buy-in from the entire teaching staff. To avoid survey fatigue of the students, I will stagger the survey administration days throughout a single week toward the end of the first semester (i.e. On Monday, all first and second period classes will take the survey, on Tuesday, all third and fourth period classes, etc.) After the first year or two, we will switch to a random sample class for each teacher, as recommended and validated for accuracy by Tripod.

For the Future at Pope Benedict Catholic High School

There were a few times over the course of the study where some of the research participants from Pope Benedict noted concern over gender bias from students when rating their teachers. These concerns were raised in open-ended survey responses, as well as during some of the interviews conducted by my research partner. Although it was not brought up consistently, those who mentioned gender bias felt strongly about it and we think it may have colored their attitude toward the use of student perception data. Specifically, there was a subset of participants who believed that students would rate their male teachers higher than their female teachers. However, our research findings did not show any bias based on teacher gender. As reported in "Student Rating Myths Versus Research Facts From 1924 to 1998," Aleamoni (1999) noted inconsistent findings surrounding potential gender bias from students when rating their teachers. Moving forward, though, I will monitor the gender bias concern as we look at overall school and individual classroom reports.

Implications for Future Research

As I conclude and reflect upon this study and how it might impact Pope Benedict Catholic High School, I find myself wondering how prevalent the use of student perception feedback is in Catholic schools, specifically, across the country. As researchers, we feel strongly that it is important to hear and consider the voices of our (paying) "customers," and it would be interesting to continue researching how many others do, too. As many Catholic school systems across the United States struggle to compete with strong public schools, maintain enrollment, and remain viable, further research would show how widespread the collection of student feedback is in the Catholic schools. I believe that the inclusion of student perception data could help struggling Catholic schools to pinpoint specific areas of weakness as seen through the eyes of their "customers," and help focus their efforts for improvement.

Conclusion

As Catholic school administrators, we have observed a lack of confidence in the results of our teacher evaluation efforts. We were also concerned by the fact that even though our states recommend the use of student perception surveys, neither school district had implemented an intentional, prescribed method for gathering and using student perception data. While we understood the need for our students' voices to be heard, we were not making any efforts across the board to address that missing piece or to help teachers understand how gathering information from students could be a powerful tool to implement timely, applicable change to classroom practice.

The purpose of this research was to gather teacher perceptions of student feedback and determine whether teachers would use that information to reflect and improve their

teaching practice. We found the results promising, and we intend to move forward with implementation of student perception surveys as part of our teacher evaluation procedures. Tom Kane, Professor of Education and Economics at Harvard's Graduate School of Education and leader of the MET Project stated, "If we want students to learn more, teachers must become students of their own teaching. They need to see their own teaching in a new light...This is not about accountability. It's about providing the feedback every professional needs to strive towards excellence" (Bill & Melinda Gates Foundation, 2013, para. 7).

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Appendix A

Recruitment Emails

Recruitment Email to Potential Participants at [redacted]

Dear [redacted] Teachers:

I am conducting a research study on the impact of student perception data on teachers and how teachers might use that data for their personal professional development. Participation in this study will take approximately two hours of your time and is completely voluntary. If you are interested in participating, please complete the attached interest form which will be sent only to my research partner, Brandi Redburn. This study requires participation of teachers with varying years of teaching experience which means that everyone who expresses interest may not be chosen. If you are selected for the study after completing the interest form, you will receive an informed consent email from Brandi Redburn and will have the chance to formally enter the study. There is no compensation included for participation, and there are no known risks involved in this research.

Thank you, Erica Walker-Arnold

Recruitment Email to Potential Participants at [redacted]

Dear [redacted] Teachers:

I am conducting a research study on the impact of student perception data on teachers and how teachers might use that data for their personal professional development. Participation in this study will take approximately two hours of your time and is completely voluntary. If you are interested in participating, please complete the attached interest form which will be sent only to my research partner, Erica Arnold. This study requires participation of teachers with varying years of teaching experience which means that everyone who expresses interest may not be chosen. If you are selected for the study after completing the interest form, you will receive an informed consent email from Erica Arnold and will have the chance to formally enter the study. There is no compensation included for participation, and there are no known risks involved in this research.

Thank you, Brandi Bibins-Redburn

Appendix B

IRB Approval

University of Nebraska Lincoln

Official Approval Letter for IRB project #18761 - New Project Form

January 15, 2019

Brandi Bibins-Redburn
Department of Educational Administration

Mary Beth Lehmanowsky-Bakewell
Department of Educational Administration
TEAC 118, UNL, 685880360

IRB Number: 20190118761 EP
Project ID: 18761
Project Title: The Impact of Student Perception Data on Teachers: A Multisite Case Study at Midwestern K-12 Catholic Schools

Dear Brandi:

This letter is to officially notify you of the approval of your project by the Institutional Review Board (IRB) for the Protection of Human Subjects. It is the Board's opinion that you have provided adequate safeguards for the rights and welfare of the participants in this study based on the information provided. Your proposal is in compliance with this institution's Federal Wide Assurance 00002258 and the DHHS Regulations for the Protection of Human Subjects (45 CFR 46).

o Review conducted using expedited review categories 6 and 7 at 45 CFR 46.110
o Date of Approval: 01/15/2019
o Date of Expedited review: 01/07/2018
o Date of Acceptance of Revisions: 01/15/2019
o Funding (Grant congruency, OSP Project/Form ID and Funding Sponsor Award Number, if applicable): N/A
o Consent waiver : N/A
o Review of specific regulatory criteria (contingent on funding source): 45 CFR 46
o Subpart B, C or D review : N/A

We wish to remind you that the principal investigator is responsible for reporting to this Board any of the following events within 48 hours of the event:
* Any serious event (including on-site and off-site adverse events, injuries, side effects, deaths, or other problems) which in the opinion of the local investigator was unanticipated, involved risk to subjects or others, and was possibly related to the research procedures;
* Any serious accidental or unintentional change to the IRB-approved protocol that involves risk or has the potential to recur;
* Any publication in the literature, safety monitoring report, interim result or other finding that indicates an unexpected change to the risk/benefit ratio of the research;
* Any breach in confidentiality or compromise in data privacy related to the subject or others; or
* Any complaint of a subject that indicates an unanticipated risk or that cannot be resolved by the research staff.

For projects which continue beyond one year from the starting date, the IRB will request continuing review and update of the research project. Your study will be due for continuing review as indicated above. The investigator must also advise the Board when this study is finished or discontinued by completing the enclosed Protocol Final Report form and returning it to the Institutional Review Board.If you have any questions, please contact the IRB office at 402-472-6965.

Sincerely,

Becky R. Freeman

Becky R. Freeman, CIP
for the IRB

Full Accreditation

Appendix C

Informed Consent #1

University of Nebraska Lincoln

IRB Number #

Study Title: The Impact of Student Perception Data on Teachers: A Multisite Case Study at Midwestern K-12 Catholic Schools

Invitation (Informed Consent for Participants at [redacted])

Dear [name],

My name is Brandi Bibins-Redburn. I am conducting a study along with Erica Walker-Arnold on how teachers feel about student perception surveys and how they might use student perception data for professional growth. If you are 19 years of age or older and a teacher at [redacted], you may participate in this research.

What is the reason for doing this research study?

The purpose of this study is to examine teacher perspectives of student perception data and determine how that data can be used for individual teacher improvement and building-wide professional development opportunities.

What will be done during this research study?

You will be sent an electronic pre-survey by email. The survey will take approximately 15 minutes to complete, and you may complete it from your home or work computer. Upon submission, the results of the survey will be seen only by Brandi Bibins-Redburn (the primary investigator not associated with your school).

You will be asked to attend a group meeting of all participants at [redacted] with Brandi Bibins-Redburn to learn about the student perception survey instrument to be used with your students. A time will be arranged for Brandi Bibins-Redburn to administer the electronic student perception survey to one classroom per subject you teach. The results of your students' surveys will be seen and compiled only by Brandi Bibins-Redburn. You will receive the results of the student perception surveys, along with result interpretation guidelines, from Brandi Bibins-Redburn and will be asked to review the results.

You will, again, be contacted through email by Brandi Bibins-Redburn and asked to complete an electronic post-survey. The survey will take approximately 15 minutes to complete, and you may

complete it from your home or work computer. Upon submission, the results of the survey will be seen only by Brandi Bibins-Redburn.

Finally, you will be interviewed, in-person, by Brandi Bibins-Redburn. The interview will last approximately 30 minutes and your responses will be kept confidential and only be known by Brandi Bibins-Redburn.

What are the possible risks of being in this research study?

Reasonable steps will be taken to protect your privacy and the confidentiality of your study data. Despite all efforts to ensure the anonymity of your responses from Erica Walker-Arnold, as your direct supervisor, there is still a risk that she may be able to determine your identity based on data collected.

What are the possible benefits to you?

The possible benefits to you include increased awareness about the perceptions of your students and the opportunity for reflection on educational practices and personal professional growth. However, you may not get any benefit from being in this research study.

How will information about you be protected?

Reasonable steps will be taken to protect your privacy and the confidentiality of your study data. Your electronic survey results will be assigned a pseudonym by Brandi Bibins-Redburn, stored electronically, be password-protected, and will only be seen by the research team during the study. Your results will be erased upon completion of the study. Audio recordings of your in-person interview will be stored on a flash drive in a locked cabinet in Brandi Bibins-Redburn's office and will only be heard by her during transcription. Your interview transcript will then be assigned a pseudonym by Brandi Bibins-Redburn and recordings will be erased upon completion of the study.

The only persons who will have access to your research records are the study personnel, the Institutional Review Board (IRB), and any other person, agency, or sponsor as required by law. The information from this study may be published in scientific journals or presented at scientific meetings but the data will be reported as group or summarized data and your identity will be kept strictly confidential.

What are your rights as a research subject?

You may ask any questions concerning this research and have those questions answered before agreeing to participate in or during the study. For study related questions, please contact the investigator(s):

Primary Investigators:	Brandi Bibins-Redburn, MS	Office: (402) 339-8706
	Erica Walker-Arnold, MS	Office: (515) 222-1041
Secondary Investigator:	Dr. Mary Beth Lehmanowsky	Office: (402) 472-3466

For questions concerning your rights or complaints about the research contact the Institutional Review Board (IRB): Phone: (402) 472-6965 Email: irb@unl.edu

For other questions or concerns about the study as it relates to the school, please contact:
[redacted]

What will happen if you decide not to be in this research study or decide to stop participating once you start?

You can decide not to be in this research study, or you can withdraw at any time before, during, or after the research begins for any reason. Deciding not to be in this research study or deciding to withdraw will not affect your relationship with the investigators or with the University of Nebraska-Lincoln. You will not lose any benefits to which you are entitled.

Documentation of Informed Consent

You are voluntarily making a decision whether or not to participate in this research study. By replying yes to this email, you will give your consent to participate in this research. You should print a copy of this page for your records.

___ YES ____ NO

Appendix D

Informed Consent #2

University of Nebraska Lincoln

IRB Number #

Study Title: The Impact of Student Perception Data on Teachers: A Multisite Case Study at Midwestern K-12 Catholic Schools

Invitation (Informed Consent for Participants at [redacted])

Dear [name],

My name is Erica Walker-Arnold. I am conducting a study along with Brandi Bibins-Redburn on how teachers feel about student perception surveys and how they might use student perception data for professional growth. If you are 19 years of age or older and a teacher at [redacted], you may participate in this research.

What is the reason for doing this research study?

The purpose of this study is to examine teacher perspectives of student perception data and determine how that data can be used for individual teacher improvement and building-wide professional development opportunities.

What will be done during this research study?

You will be sent an electronic pre-survey by email. The survey will take approximately 15 minutes to complete, and you may complete it from your home or work computer. Upon submission, the results of the survey will be seen only by Erica Walker-Arnold (the primary investigator not associated with your school).

You will be asked to attend a group meeting of all participants at [redacted] with Erica Walker-Arnold to learn about the student perception survey instrument to be used with your students. A time will be arranged for Erica Walker-Arnold to administer the electronic student perception survey to one classroom per subject you teach. The results of your students' surveys will be seen and compiled only by Erica Walker-Arnold. You will receive the results of the student perception surveys, along with result interpretation guidelines, from Erica Walker-Arnold and will be asked to review the results.

You will, again, be contacted through email by Erica Walker-Arnold and asked to complete an electronic post-survey. The survey will take approximately 15 minutes to complete, and you may complete it from your home or work computer. Upon submission, the results of the survey will be seen only by Erica Walker-Arnold.

Finally, you will be interviewed, in-person, by Erica Walker-Arnold. The interview will last approximately 30 minutes and your responses will be kept confidential and only be known by Erica Walker-Arnold.

What are the possible risks of being in this research study?

Reasonable steps will be taken to protect your privacy and the confidentiality of your study data. Despite all efforts to ensure the anonymity of your responses from Brandi Bibins-Redburn, as your direct supervisor, there is still a risk that she may be able to determine your identity based on data collected.

What are the possible benefits to you?

The possible benefits to you include increased awareness about the perceptions of your students and the opportunity for reflection on educational practices and personal professional growth. However, you may not get any benefit from being in this research study.

How will information about you be protected?

Reasonable steps will be taken to protect your privacy and the confidentiality of your study data. Your electronic survey results will be assigned a pseudonym by Erica Walker-Arnold, stored electronically, be password-protected, and will only be seen by the research team during the study. Your results will be erased upon completion of the study. Audio recordings of your in-person interview will be stored on a flash drive in a locked cabinet in Erica Walker-Arnold's office and will only be heard by her during transcription. Your interview transcript will then be assigned a pseudonym by Erica Walker-Arnold and recordings will be erased upon completion of the study.

The only persons who will have access to your research records are the study personnel, the Institutional Review Board (IRB), and any other person, agency, or sponsor as required by law. The information from this study may be published in scientific journals or presented at scientific meetings but the data will be reported as group or summarized data and your identity will be kept strictly confidential.

What are your rights as a research subject?

You may ask any questions concerning this research and have those questions answered before agreeing to participate in or during the study. For study related questions, please contact the investigator(s):

Primary Investigators:	Brandi Bibins-Redburn, MS	Office: (402) 339-8706
	Erica Walker-Arnold, MS	Office: (515) 222-1041
Secondary Investigator:	Dr. Mary Beth Lehmanowsky	Office: (402) 472-3466

For questions concerning your rights or complaints about the research contact the Institutional Review Board (IRB): Phone: (402) 472-6965 Email: irb@unl.edu

For other questions or concerns about the study as it relates to the school, please contact:
[redacted]

What will happen if you decide not to be in this research study or decide to stop participating once you start?

You can decide not to be in this research study, or you can withdraw at any time before, during, or after the research begins for any reason. Deciding not to be in this research study or deciding to withdraw will not affect your relationship with the investigators or with the University of Nebraska-Lincoln. You will not lose any benefits to which you are entitled.

Documentation of Informed Consent

You are voluntarily making a decision whether or not to participate in this research study. By replying yes to this email, you will give your consent to participate in this research. You should print a copy of this page for your records.

___ YES ____ NO

Appendix E

Pre- and Post-Survey Questions

1. To what degree do you believe that students can be reliable raters of teacher effectiveness? *Likert scale - Strongly Disagree to Strongly Agree*
    a. Please explain.
2. To what degree do you believe that students are in a unique position to offer feedback to their teachers regarding classroom practices? *Likert scale - Strongly Disagree to Strongly Agree*
    a. Please explain.
3. To what degree do you believe that gathering student perception data might change how you run your classroom? *Likert scale - Strongly Disagree to Strongly Agree*
    a. Please explain.
4. To what degree do you believe student perception data can have an impact on your professional development goals? *Likert scale - Strongly Disagree to Strongly Agree*
    a. Please explain.
5. What are your thoughts on including student perception data as part of a comprehensive teacher evaluation system?
6. Should student perception data be used for evaluative purposes? *Yes/No*
    a. Please explain.

Appendix F

Participant Demographics and Student Survey Scores

Pseudonym	Years of Experience	Highest Level of Degree	TOTAL AVG	CARE	CONFER	CAPTIVATE	CLARIFY	CONSOLIDATE	CHALLENGE	CLASSROOM MANAGEMENT
Teacher A	10-19 Years	Master's Degree	3.8788 (78%)	3.84 (77%)	4.13 (83%)	3.78 (76%)	3.94 (79%)	3.75 (75%)	4.07 (81%)	3.54 (71%)
Teacher B	20+ Years	Master's Degree	3.8734 (77%)	3.20 (64%)	3.90 (78%)	3.40 (68%)	3.77 (75%)	3.53 (71%)	4.06 (81%)	4.31 (86%)
Teacher C	5-9 Years	Master's Degree	3.7832 (76%)	3.94 (79%)	4.00 (80%)	3.63 (73%)	4.04 (81%)	3.78 (76%)	4.01 (80%)	3.13 (63%)
Teacher D	20+ Years	Bachelor's Degree	2.7095 (90%)	2.93 (98%)	2.80 (93%)	2.79 (93%)	2.64 (88%)	2.70 (90%)	2.85 (95%)	2.16 (72%)
Teacher E	20+ Years	Bachelor's Degree	2.5029 (83%)	2.81 (94%)	2.46 (82%)	2.41 (80%)	2.50 (83%)	2.44 (81%)	2.70 (90%)	1.96 (65%)
Teacher F	20+ Years	Master's Degree	3.5422 (71%)	3.38 (68%)	2.96 (59%)	2.52 (52%)	3.51 (70%)	3.54 (71%)	3.93 (79%)	4.18 (84%)
Teacher G	10-19 Years	Bachelor's Degree	4.1192 (82%)	4.81 (96%)	3.89 (78%)	3.76 (75%)	4.47 (89%)	3.95 (79%)	4.24 (85%)	3.53 (71%)
Teacher H	20+ Years	Master's Degree	4.3158 (86%)	4.39 (88%)	4.66 (93%)	3.96 (79%)	4.08 (82%)	3.32 (66%)	4.50 (90%)	4.56 (91%)
Teacher I	10-19 Years	Bachelor's Degree	3.5541 (71%)	3.20 (64%)	3.68 (74%)	3.70 (74%)	3.63 (73%)	3.45 (69%)	3.61 (72%)	3.36 (67%)
Teacher J	5-9 Years	Master's Degree	4.1709 (83%)	4.05 (81%)	4.29 (86%)	4.31 (86%)	4.25 (85%)	3.67 (73%)	4.06 (81%)	4.14 (83%)
Teacher K	10-19 Years	Bachelor's Degree	3.7152 (74%)	3.42 (68%)	3.62 (72%)	3.24 (65%)	3.84 (77%)	3.37 (67%)	3.87 (77%)	3.86 (77%)
Teacher L	20+ Years	Master's Degree	3.1364 (63%)	3.08 (62%)	3.3 (66%)	2.75 (55%)	3.53 (71%)	2.92 (58%)	3.77 (75%)	2.18 (44%)
Teacher M	10-19 Years	Master's Degree	3.9986 (80%)	4.40 (88%)	4.18 (84%)	4.15 (83%)	4.16 (83%)	4.05 (81%)	4.18 (84%)	3.29 (66%)
Teacher N	10-19 Years	Master's Degree	3.9725 (79%)	4.23 (85%)	3.87 (77%)	3.87 (77%)	3.93 (79%)	4.00 (80%)	3.98 (80%)	4.07 (81%)
Teacher O	1-4 Years	Master's Degree	2.4848 (83%)	2.76 (92%)	2.48 (83%)	2.19 (73%)	2.54 (85%)	2.35 (78%)	2.83 (94%)	1.76 (59%)
Teacher P	5-9 Years	Master's Degree	4.1808 (84%)	3.67 (73%)	4.12 (82%)	4.24 (85%)	4.13 (83%)	3.76 (75%)	4.22 (84%)	4.40 (88%)
Teacher Q	1-4 Years	Bachelor's Degree	4.1529 (83%)	3.97 (79%)	4.01 (80%)	4.32 (86%)	4.17 (83%)	3.41 (68%)	4.08 (82%)	4.34 (87%)
Teacher R	1-4 Years	Bachelor's Degree	3.9336 (79%)	3.72 (74%)	4.30 (86%)	3.41 (68%)	4.06 (81%)	3.91 (78%)	4.11 (82%)	3.75 (75%)
Teacher S	5-9 Years	Bachelor's Degree	3.8725 (77%)	3.76 (75%)	4.07 (81%)	3.65 (73%)	3.83 (77%)	3.52 (70%)	3.90 (78%)	4.01 (80%)
Teacher T	5-9 Years	Bachelor's Degree	3.8766 (78%)	4.39 (88%)	3.46 (69%)	3.85 (77%)	4.14 (83%)	3.49 (70%)	4.16 (83%)	3.25 (65%)
Teacher U	20+ Years	Bachelor's Degree	3.7356 (75%)	3.60 (72%)	3.62 (72%)	3.53 (71%)	3.57 (71%)	2.93 (59%)	3.96 (79%)	4.07 (81%)
AVERAGE SCORES			79%	79%	79%	75%	80%	73%	82%	74%

Appendix G

Survey Response Change from Pre- to Post-Surveys

Survey Question	Pre-Survey					Post-Survey				
	Pre-Survey Answers					Post-Survey Answers				
	Response	SD	D	N	A	SA	SD	D	N	A	SA
1. To what degree do you believe that students can be reliable raters of teacher effectiveness?	=	**0**	**1**	**5**	**13**	**2**	**0**	**0**	**7**	**12**	**1**
	%	0%	5%	24%	62%	10%	0%	0%	35%	60%	5%
2. To what degree do you believe that students are in a unique position to offer feedback to their teachers regarding classroom practices?	=	**0**	**2**	**1**	**9**	**9**	**0**	**1**	**3**	**8**	**8**
	%	0%	10%	5%	43%	43%	0%	5%	15%	40%	40%
3. To what degree do you believe that gathering student perception data might change how you run your classroom?	=	**0**	**0**	**6**	**12**	**3**	**1**	**0**	**4**	**12**	**3**
	%	0%	0%	29%	57%	14%	5%	0%	20%	60%	15%
4. To what degree do you believe student perception data can have an impact on your professional development goals?	=	**0**	**1**	**2**	**11**	**7**	**1**	**0**	**5**	**10**	**4**
	%	0%	5%	10%	52%	33%	5%	0%	25%	50%	20%
6. Should student perception data be used for evaluative purposes?	*Response*	Yes	No				Yes	No			
	=	**12**	**6**	18			**11**	**9**	20		
	%	67%	33%				55%	45%			

Appendix H

Interview Questions

1. Have you used any type of student feedback in your class previously?
    a. If yes, how recently and in what way?
    b. How was this process the same or different from what you've done in the past?
2. Describe how you were feeling at the start of this research study.
3. Describe how you felt after receiving your students' feedback.
    a. Were you surprised by anything in your data? If so, what?
    b. Please share anything positive that came from your data.
    c. What would you consider to be your biggest area for improvement based on the data you received?
4. Have you changed any of your classroom practices as a result of receiving the student feedback?
    a. If yes, what have you done? Have the changes impacted your classroom? In what way?
    b. If no, why not? Do you plan to make any changes to your classroom practices going forward? If so, what types of changes?
5. How do you see the student feedback improving your practice in the future?
6. How do you see the data impacting your professional development goals for the future?

7. Throughout this research study, have your thoughts on student perception data changed at all? In what ways?
8. Do you believe that students can, or should, have a voice in teacher effectiveness?
    a. What do you believe makes students good (or bad) raters of classroom practices?
9. One of the reasons we chose this topic for our research is because sometimes in Catholic schools, especially, students are seen as customers whose voices are often unheard. What are your thoughts on using student perception data as a method for gathering student input?
10. Both the NE and IA Departments of Education recommend including student perception data as part of a comprehensive teacher evaluation system. How do you feel about the possibility of including student perception data as part of your overall teacher evaluation?
    a. If it were included at _____ in the future, would you be a proponent?
11. What value do you see in the collection of student perception data?
12. If you were asked to speak to your colleagues about this experience, what would you say?
13. Finally, is there anything about this experience that you'd like to share that we haven't addressed yet?